

# Resources

Co-Requisite Remediation			
Type	Title	Author (s)/Source	Conclusion
Report	Should Students Assessed as Needing Remedial Mathematics Take College-Level Quantitative Courses Instead? A Randomized Controlled Trial	Logue, Watanabe-Rose, Douglas	Positive effects of co-requisite model in CUNY compared to traditional developmental education courses
Report	Spanning the College Divide	Complete College America	In Illinois, 7,500 and 4,600 additional students each year could pass gateway math and English courses, respectively if co-requisite model scaled statewide
Report	The Extensive Evidence of Co-Requisite Remediation's Effectiveness	Alexandra W. Logue, Inside Higher Ed	Summation of RCT from CUNY and field of evidence to support scaling co-requisite
Report	Understanding and Interpreting the AB 705 Adjustments	Hayward, Hetts, Newell, Rutan, Willett, The RP Group	In California's model, for no student who was highly unlikely to succeed at transfer level was likelihood of completion of transfer-level courses maximized by traditional developmental education
Report	Co-Requisite Models in Illinois	ICCB	IL CCA co-req pilot info and preliminary outcome data. At SIUE/C the mean score of the co-req class was slightly higher than the standard college algebra students. At SIUE success rates went from 36% in two semesters to 58% in one
Report	Design Principles for Corequisite Mathematics	TACC	Explores corequisite models for TX colleges and universities in response to state legislative change (HB 2223)
Report	Co-requisite remediation pilot study and full implementation	Tennessee Board of Regents	After the first semester of statewide, full-scale implementation of co-requisite support in TN, completion of college-level courses doubled in English and quadrupled in math in half the time of traditional remediation

### Over-placement in developmental education

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Report	2009-11 High School to College Success Report	The ACT	2.75 GPA average among all students who placed into dev ed in Illinois
Data	Fall 2013/2014 Student Advancement and Graduation	ICCB	IFY2013 and FY2014 Cohorts, Advancement and Graduation numbers by Race and Pell Status
Data	FY16-18 Statewide Remedial by Race and Ethnicity	ICCB	FY2016-2018, Dev Ed enrollment by Race and Pell
Report	Investigating developmental and college-level course enrollment and passing before and after Florida's developmental education reform	National Center for Education Evaluation	Despite sudden implementation, SB 1720 greatly increased the numbers of students in Florida finishing gateway courses -- gains largest for Hispanic and Black students -- fewer students enrolling in dev ed -- more students enrolling in credit-bearing courses
Report	Do High-Stakes Placement Exams Predict College Success?	CCRC	Shows that 25%+ of students placed in Dev Ed could pass gateway course -- and shows "severe error rate" risk with placement test
Report	Improving Developmental Education Assessment and Placement: Lessons From Community Colleges Across the Country	CCRC	ACT is not as predictive as GPA
Report	How Accurate Are Self-Reported High School Courses, Course Grades, and Grade Point Average?	ACT	High school measures like GPA are accurate to self-report
Data	Data from IL HS students being referred to dev ed	ISBE	46% of HS CC students enrolled in dev ed, only declining 1% per year
Report	Improving the Accuracy of Remedial Placement	CCRC	Nationally, 68% of CC students take one developmental education course

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Report	From High School to the Future: Delivering on the Dream of College Graduation	Consortium of School Research	Recent research indicates that grades across CPS high schools are fairly consistent for students of similar test-scores. Students with ACT scores of 25 and higher see less than a half-point difference in GPA between the lowest- and highest-performing schools in the district. Similarly, students with ACT scores between 18 and 24 see a GPA difference of about 0.7 grade points between the lowest- and highest-performing schools in the district
Report	Remedial Education Reforms at California's Community Colleges	The RP Group	Even without any additional supports or course redesigns, the lowest performing high school students would have been more likely to complete transfer-level English, statistics, or pre-calculus if placed directly into these courses as compared to taking below transfer-level remediation.
Data	FY16-18 Statewide Remedial by Race and Ethnicity	ICCB	FY2016-2018, Dev Ed enrollment by Race and Pell
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