Discrete Mathematics is a common requirement for most Computer Science and Computer Science-related Engineering degrees. The ever-expanding need for programming skills in the workplace has created an increase in student pursuing CS-related degrees, such as cybersecurity. This shift in curricular requirements has led to many students taking Discrete Math courses earlier in their studies. These students are very motivated, but often lack the foundational knowledge to timely achieve a good understanding of the theoretical subtleties of competencies such as counting and np-completeness.

To reduce attrition and promote academic achievement, we added pseudocode-based programming activities throughout the discrete math course curriculum. Due to our location in a poor metropolitan area, we also implemented these activities using OER technologies, as well as creating our own material. We present the details and outcomes of our efforts to improve understanding and persistence through a co-curricular use of basic pseudocode. (Received August 23, 2019)