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The problem of perennially low passing rates in developmental mathematics has plagued community colleges with years. Efforts to solve this problem have rarely sought to question the fundamental character of the curriculum itself. Quantitative Literacy offers non-STEM students an alternative path to college level mathematics that may be more suited to their mathematical needs than Elementary Algebra. This paper describes the implementation of Quantitative Literacy at a large inner-city Community College. Students enrolled in the 17 sections of Quantitative Literacy were compared to a matched sample of students from traditional elementary algebra. The students enrolled in Quantitative Literacy in the Spring of 2013 were 175% more likely to have passed a credit-bearing mathematics course one year later, indicating that QL represents a valuable alternative for non-STEM college students placed into algebra level remediation. (Received September 16, 2014)