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Corequisite Mathematics Remediation: An Impetus for College Completion?

National research shows first-time freshmen who enroll in traditional remedial math classes struggle to earn required college math credits compared with non-remedial students. A major roadblock for them is that they often do not earn credit towards their degree for remedial courses, further challenging progression through their major. Beginning in 2007, Marymount University developed and implemented a curricular innovation to more quickly prepare students for college-level math and have some of that credit count toward graduation. This study examines multiple cohorts of first-year students to determine if there is a relationship between this intensive corequisite mathematics course and higher persistence and completion rates compared to other types of mathematics remediation. Results of this study indicate that this model of corequisite remediation is related to both higher retention and graduation rates. (Received September 25, 2018)