

MATH

Improving Corequisite Outcomes: Beyond Access to Success at Scale

A field guide and blueprint with evidence-based, practical steps for consistent gateway throughput across disciplines.



Introduction

Strengthening corequisite support is critical for ensuring that equitable access to gateway courses translates into student success. Institutions everywhere face an urgent need to improve outcomes, helping all students achieve academic completion and secure a living wage. However, achieving this goal requires strategic collaboration, shared accountability, and intentional alignment across key areas of operation.

This guide offers a structured framework for institutions navigating corequisite implementation. It was built to provide practical tools for faculty, staff, and administrators to support gateway course redesign that contributes to broader institutional transformation. By working together across roles and structures, colleges and universities can fulfill the promise of corequisites and ensure that all students have a real opportunity to thrive.

The guide empowers leaders to:

- Evaluate current practices
- Identify growth opportunities
- Execute targeted strategies for measurable, long-term impact

It combines practical tools, actionable insights, and evidence-based practices that can be tailored to meet unique campus contexts. By addressing core challenges and guiding critical conversations, this guide lays the groundwork for systemic improvements that yield measurable, sustainable results.



The Goal of a Corequisite is to Increase Throughput

For gateway redesign, the North Star and most critical objective, is throughput: the percentage of students who complete their first college-level gateway course within the first year. Pass rates matter, but throughput better reflects the student experience across placement, advising, enrollment, course design, and support.

The Reality Check

A poorly implemented corequisite will still often result in more students completing a college-level course than a sequence of well-run developmental courses. Even when corequisite support isn't implemented as strongly as it could be, research suggests it often produces higher year-one throughput than traditional multi-term remediation because long prerequisite sequences lose too many students between courses and terms. The goal is not "any corequisite at any quality." The goal is access plus support and a classroom experience that produces learning and equity at scale.

A poorly implemented corequisite will still often result in more students completing a college-level course than a sequence of well-run developmental courses.

A Proven Framework for Gateway Success at Scale

Corequisite success at scale is driven by three connected pillars. Institutions often strengthen one pillar while leaving the others unchanged, creating an implementation gap.

Gateway Success at Scale



Culture

How faculty, staff, and administrators productively collaborate and make decisions across silos



Systems

Policies, pathways, and supports students encounter before entering the classroom



Classroom

Learning practices and experiences that help students succeed in gateway courses

Almy Education has developed this framework based on supporting **100+ institutions** with gateway redesign. This guide demonstrates practical ways leaders can apply the framework to strengthen corequisite outcomes. The phases in this guide follow that sequence: build the foundation, fix the structure, strengthen the classroom engine, and sustain improvement through implementation cycles.



Phase 1: Culture & Leadership

Build The Foundation

Corequisites touch multiple areas of the institution, meaning successful redesign requires managing the “people” side of change as much as the process. Without shared ownership and faculty partnership, even sound technical decisions will fail in execution.

1.1 Establish a Cross-Functional Core Team

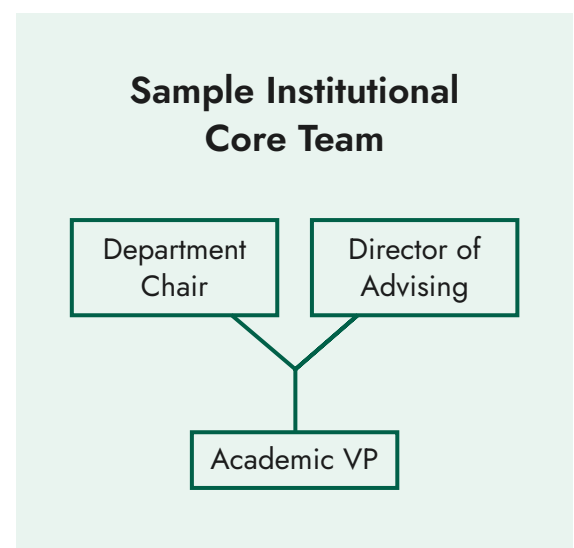
Why It Matters

Siloed reforms struggle to scale. Gateway reform is a single student experience owned by many different teams across an institution. For example, decisions made in the classroom can impact advising. Registration blocks can impact enrollment, and thus faculty teaching loads.

Because gateway courses have many interconnected components, you need a cross-functional team that bridges the gap between Academic Affairs and Student Affairs. This ensures the decisions made will support student success while also being feasible to implement and durable over time.

Who to Include

- The minimum core team should include:
 - Academic administrators (Deans/Provosts)
 - Faculty leaders from the discipline
 - Student affairs leaders such as directors of advising, registration, and financial aid
- Additional perspectives should also be represented. Consider including Institutional Research staff and your curriculum leaders on the campus.



What Can Derail Progress

- **Siloed decision-making** when classroom changes are implemented without considering their impacts on advising and registration, or vice versa.
- **Overbuilding the team** by involving too many stakeholders, which leads to slow or stalled decision-making and difficulty finding common meeting times.
- **Missing key operators** because decisions are made without input from the people who control student routing, registration rules, or other implementation constraints.

Next Steps

- Identify the minimum core team** needed for effective decision-making.
- Incorporate additional representation** from key departments as the project evolves.
- Schedule regular meetings with a structured agenda** to maintain momentum and clear communication.

1.2 Secure Faculty Buy-In

Why It Matters

While legislation and policy can start the change process, they aren't enough to complete a redesign. It is essential to move from top-down mandates to a faculty-inclusive partnership. Corequisites succeed when faculty help shape the model and can see how it protects rigor while improving learning and access. As the most important factor in determining student success, faculty should be present as decisions are made that will impact the classroom.

Change moves at the speed of trust. Plan for early faculty co-ownership, clear expectations, and frequent communication.

Tactics for Leaders

- **Validate faculty expertise** by creating space to address their genuine concerns; compromise from faculty, administrators, and staff is necessary to create an effective, lasting redesign.
- **Involve faculty early** in the redesign process, ensuring they participate in decisions about what curricular elements to remove as well as what to add.
- **Address skepticism directly** to build trust, but do not allow resistance to halt progress.

What Can Derail Progress

- **Mandating a purely top-down approach** without faculty partnership will stall progress if the redesign does not evolve into an inclusive collaboration.
- **Failing to address genuine faculty concerns** will prevent the creation of a strong, lasting redesign.
- **Allowing resistance to halt movement** will cause the momentum for change to be lost.

Next Steps

Identify faculty leaders to co-own redesign decisions and communication.

Create a plan for recurring faculty feedback loops during the first term of scaled implementation.

1.3 Frame Redesign as a Strategic Imperative

Why It Matters

Corequisite improvement is a high-leverage, campus-wide strategy because gateway courses sit at the intersection of student success and institutional sustainability. Faculty are essential, but this work cannot succeed as a discipline-only initiative; it needs cross-campus ownership and a clear connection to retention, completion, and financial health.

The goal is not simply to “make corequisites work better,” but to drive an institutional transformation in gateway courses that includes corequisites as part of a broader redesign. That shift is more than semantics. It changes how the institution defines readiness, responsibility, and what it means to support students at scale. Corequisites are one tool in a larger effort to increase academic momentum and completion.

Ready is a Decision, Not a Feeling

This Work Belongs to the Whole Institution

- **Make the decision to improve gateway courses** without waiting for perfect conditions, as seeking an ideal “ready” state often leads to indefinite delays. Don’t wait until your campus is ready to improve gateway courses. That day will likely never come.
- **Shift the institutional mindset** from asking “Is the student ready for us?” to ensuring “Are we ready for the student?” This is a practical leadership position, not just a slogan.
- **Treat the redesign like an engineering challenge instead of a math problem** by optimizing for your specific stakeholders, resources, and institutional culture instead of searching for a single “right” model.

What Can Derail Progress

- **Framing the work too narrowly** as an instructional initiative instead of a campus-wide solution tied to retention and completion.
- **Letting inertia-driven beliefs** (“we’ve always done it this way”) shut down problem-solving before all options are explored.
- **Chasing a perfect, one-size-fits-all model** instead of iterating toward an optimal fit for your specific students and constraints.

Next Steps

- Align gateway redesign with key institutional priorities** such as retention, completion, and financial sustainability in all messaging and goals.
- Unite stakeholders around the readiness shift**, defining what the college will change to help students succeed sooner.
- Frame the work as redesign and optimization**, setting the expectation that the model will iterate and improve over time.



Phase 2: Systems Redesign

Fix the Structure

Systems are the policies and practices that impact a student's momentum before they enter the classroom. Even strong classroom practice cannot compensate for students being routed into the wrong course, the wrong pathway, or into support models that don't match their needs.

2.1 Refine Course Structures and Pathways

Why It Matters

Getting students into the **right gateway math course** is one of the highest-leverage decisions in corequisite redesign because course choice determines both the sequence of skills students need and whether corequisite support will actually work. In math, order matters, and in gateway redesign it matters even more: if students are misrouted into the wrong course, especially College Algebra for non-STEM majors, corequisite outcomes will stall no matter how strong support is.

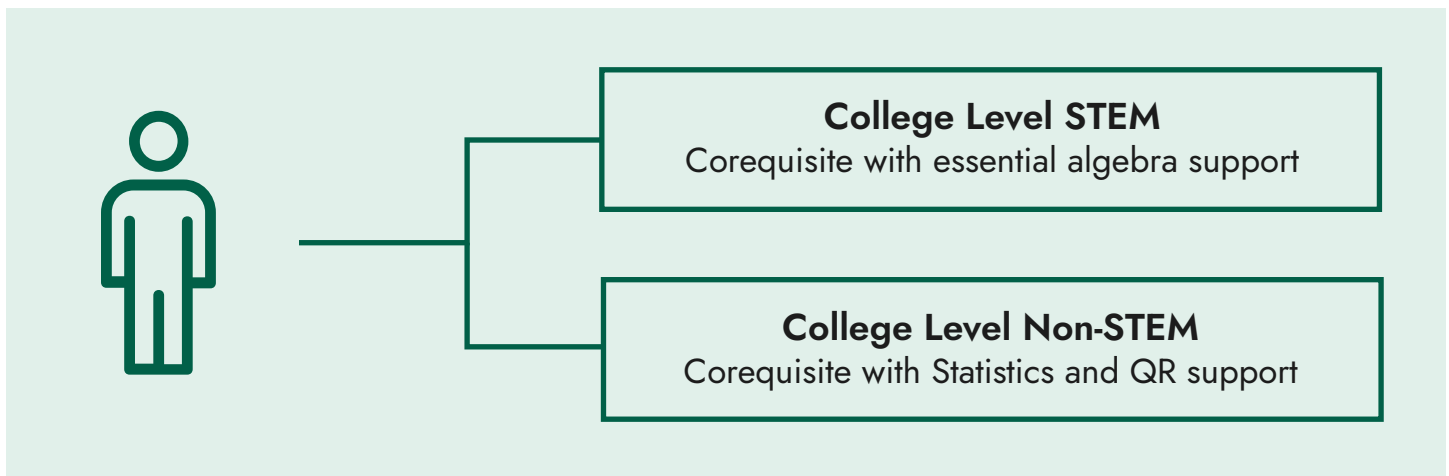
Right Course, Right Support

Math Pathways: Non-STEM majors should take Statistics, Quantitative Reasoning, or Liberal Arts Math. They should not be placed in College Algebra. It is crucial that you investigate who is taking College Algebra and why. Misplacement into this course is one of the leading reasons for lack of corequisite success. Using math pathways appropriately allows corequisites to be much more effective.

- **STEM Courses:** Be intentional with corequisite support. Seamlessly integrated support is the most effective model. If possible, the same instructor should teach the corequisite and college-level course. If this is not possible, a high level of coordination must occur between instructors.
- **Non-STEM Courses:** Just-in-time support works best. Prerequisites are generally unnecessary. Focus on bridging gaps in understanding within the semester and using the needed key prerequisite skills as they arise.

Developmental Courses: Eliminate or dramatically reduce the use of standalone developmental math courses. The data is clear that students often do not need them and sometimes there is more risk than reward.

- **STEM:** While there is sometimes a case for a single standalone developmental course for STEM, the data does not always bear that out. If you keep a developmental course for STEM, use one that is high quality, conceptual, and focuses on applying algebra concepts, not a traditional developmental course. Or better yet, use software and short-term bootcamp programs to bridge the skill gap that can occur in some STEM-bound students, particularly returning adult students. With any redesign choice, review the data after rollout and iterate until success is found.



What Can Derail Progress

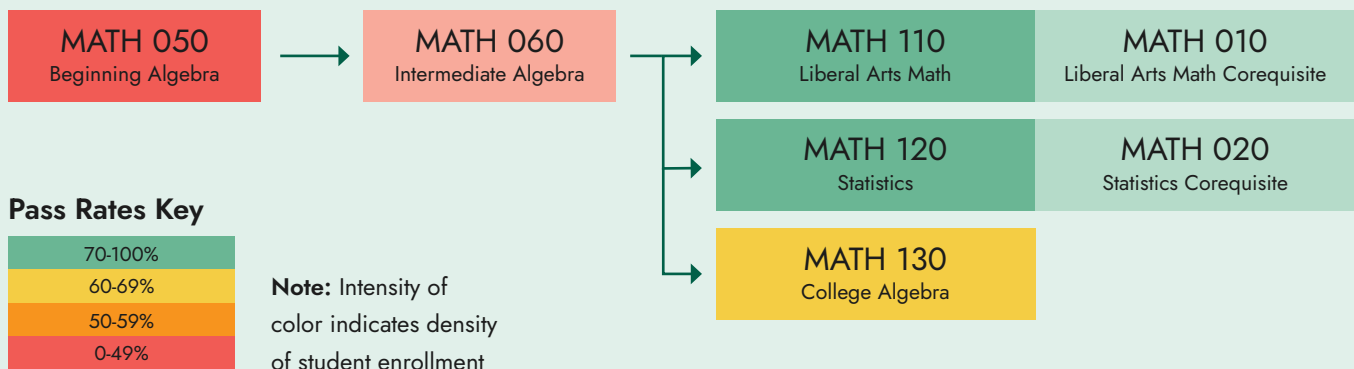
- **Defaulting to College Algebra for non-STEM students**, even when Statistics or Quantitative Reasoning better match program needs.
- **Corequisite support without tight alignment to the college-level course**, especially in non-STEM, so students experience two disconnected courses instead of one coherent learning pathway.
- **Maintaining a significant number of standalone developmental math courses**, which limits access and increases the likelihood that students will drop out before completing their college-level math requirement.

Next Steps

- Review who is enrolling in College Algebra and why**, using program requirements and advising practices to identify where misrouting is happening.
- Check the class schedule** to confirm whether corequisites are truly used at scale and where standalone developmental sections remain concentrated. Scale happens in the schedule, not the flowchart.
- Frame the work as redesign and optimization**, setting the expectation that the model will iterate and improve over time.

At Almy Education, we use a proprietary heatmap tool to analyze pathways. This single term snapshot effectively focuses the conversation to what is actually happening with enrollment and outcomes, not what is perceived to be happening.

Sample Community College Math Pathways Analysis



2.2 Modernize Placement Tools and Practice

Why It Matters

High-stakes, single-measure placement tests can unintentionally block access to college-level coursework and often are not as predictive as previously assumed. This creates a double risk: students are diverted away from gateway success, and the placement experience itself can reduce momentum and retention.

Modernizing placement is less about finding a perfect sorting tool and more about ensuring that placement practices support access, align with redesigned pathways, and reliably guide students into the right level of support.

High School GPA is the Gold Standard

- Use **High School GPA (HSGPA)** as the primary placement tool because it is highly predictive of future success and can remain useful for up to 10 years.
- Recognize that HSGPA may not indicate specific math skills, but it does indicate a student's readiness to engage and persist. This is especially important in non-STEM math where corequisite support can bridge skill gaps in real time.
- Treat HSGPA as the default signal, using other measures sparingly and primarily to guide support rather than to create new barriers.

What Can Derail Progress

- **Defaulting to placement testing even when multiple measures policies exist on paper**, creating an off-putting intake experience for students that can reduce access and retention.
- **Using placement to deny college-level enrollment** rather than to determine the type and amount of support a student should receive.

- **Failing to examine the full intake-to-classroom pathway**, allowing outdated steps, inconsistent advising habits, or registration rules to undermine the intended placement policy.

Next Steps

- Redefine the purpose of placement so it determines support level** (e.g., corequisite vs. limited alternatives) rather than acting as a gatekeeper to college-level content.
- Audit the student journey from intake to sitting in a math classroom** to identify where default testing or workarounds still drive placement decisions.
- Conduct a regular placement validity check** on your placement tools. Let the data direct your policy choices, not perception of placement tools.

2.3 Align Advising and Registration

Why It Matters

Even strong pathway design and placement policy can be undermined if advising and registration default students into the wrong course choice. Students often underestimate their ability or choose courses based on perceived difficulty rather than likelihood of success, and the options presented in advising and registration heavily shape what they select. Aligning advising and registration ensures students are guided into the highest meaningful placement and that corequisite enrollment feels like the normal, supported path rather than the risky exception.

Default Enrollment

- Make **college-level gateway courses** (with or without a corequisite) the **default option** presented in advising and registration.
- Design the advising and registration experience to guide students toward the **highest meaningful placement**, not the “safest-seeming” option.
- Ensure advisors can clearly explain the value of corequisite placement so students understand it as a support, not a setback.

What Can Derail Progress

- **Allowing students to self-select into lower pathways** because of inaccurate perceptions of their ability or course difficulty.
- **Keeping advising interactions purely transactional** (course picking) rather than using them to align coursework with student goals and momentum.
- **Maintaining a “cafeteria model” of requirements** (e.g., “MTH 100 or above”) that creates ambiguity and inconsistent course choices across programs.

Next Steps

Update advising and registration defaults so gateway math is the standard option, with corequisite support embedded when needed.

Equip advisors with a short, consistent explanation for why a student is placed in a corequisite and how it supports faster progress.

Replace vague program requirements with specific math program requirements so students are routed into the right course without unnecessary choice overload.

Phase 3: Classroom Transformation

Strengthen the Engine

While structural changes ensure students are in the right courses, effective classroom practices are necessary to guarantee they learn and succeed across all sections, not just with a few select instructors.

3.1 Redefine Rigor and Curriculum

Why It Matters

Corequisites are most effective when the college-level course is intentionally designed for what students must learn, not simply organized around textbook coverage. Redefining rigor through purpose-driven design helps faculty clarify the outcomes that truly matter, remove “just-in-case” content that dilutes focus, and create space for students to master college-level thinking. This up-front work takes time, but it is one of the highest-return investments because it directly shapes what happens in every section, every term.

Purpose-Driven Design

- Start with the **college-level learning outcomes** and use backwards design to align content, coverage, and focus to those outcomes rather than defaulting to a textbook-driven sequence.
- Declutter and refocus by cutting, consolidating, and only adding content that directly supports the intended college-level outcomes.
- Design corequisite support **after** the college-level course is defined, and include only the developmental content that is necessary for students to succeed on those outcomes in that course.

What Can Derail Progress

- **Treating textbook coverage as the definition of rigor**, which often leads to too much content and too little mastery.

- **Adding broad remediation “just in case,”** even when those skills are not required for the college-level course.
- **Building the support course first** (or as a separate syllabus) rather than aligning it directly to the college-level outcomes and weekly demands.

Next Steps

- Identify and agree on the essential college-level learning outcomes,** then map content and assessments directly to those outcomes.
- Facilitate a “cut the clutter” review** to remove skills and topics that are not used in the college-level course.
- Clarify the college-level course first** then define the necessary support, its timing, and delivery methods. This approach ensures developmental content is tightly integrated with college-level tasks.

3.2 Teaching Corequisites with Engagement and Intentionality

Why It Matters

Corequisite support succeeds when it functions as a bridge into college-level thinking, not as a second lecture, a remedial syllabus, or a homework lab. When students spend most of their support time actively talking through math with peers and instructors, and when faculty adapt support weekly based on formative signals, the course becomes both more effective and easier for students to value.

A well-designed support experience is also easier to “sell” to students because it feels immediately useful: their time is well spent and their learning needs are met.

A Flexible, Yet Intentional, Support Course

- Design support so the **majority of time is interactive**, with students talking about math with each other and with the instructor, rather than sitting through lecture.
- Use **formative assessment** (exit tickets, short low-stakes quizzes, homework trend checks) to adjust instruction week to week based on actual student needs instead of following a pre-set remedial syllabus.
- Treat support as a **bridge** course, neither fully developmental nor fully college-level, by using scaffolded activities and “bridge problems” that move students from current understanding to college-level problem solving.
- Build a **loose, repeatable structure** so support doesn’t drift into Q&A or computer time for homework, while avoiding so much structure that it becomes another lecture.

At Almy Education, we use the following framework to structure corequisite support in a holistic manner that is effective and efficient.

Phase	Purpose	Example Activity	Time Estimate
Assess	Identify gaps or misconceptions	Quick quiz or review of online homework results	5-10 min
Teach	Address key prerequisite skills	Mini-lesson or peer explanation	10-15 min
Equip	Build student success habits	Short reflection on study strategy	5 min
Scaffold	Connect to college-level content	Bridge problem or collaborative task	20-25 min
Apply	Practice and solidify learning	Group problem-solving from course homework	15-20 min

What Can Derail Progress

- **Defaulting to lecture-heavy support** or a pre-set remedial syllabus that doesn't respond to what students actually need week to week.
- **Letting support drift into a homework lab/Q&A session** or "time on the computer," which reduces learning value and student attendance.
- **Avoiding bridge-style scaffolding**, leaving students stuck between skill gaps and college-level expectations without a structured way to close the distance.

Next Steps

- Redesign support sessions** so interactive problem-solving and student talk are the default, with lecture used sparingly and purposefully.
- Implement a weekly formative routine** (exit tickets or low-stakes quizzes) that directly informs the next week's support plan.
- Introduce bridge problems and scaffolded activities** aligned to the college-level course, and adopt a light structure that keeps sessions intentional without becoming rigid.

At Almy Education, we support colleges with more than just their gateway course redesigns. We also create materials for corequisite support, including bridge problems, for client institutions to ease faculty workloads and improve the corequisite experience.

3.3 Build Instructional Consistency

Why It Matters

Corequisite success at scale requires a student experience that is strong and consistent across sections, not dependent on a single “superstar” instructor. When course expectations, pacing, and assessment are aligned, students receive a more predictable learning experience and institutions can improve outcomes term over term. Greater alignment does not inhibit instructor flexibility with teaching style and approach; instead, it ensures consistent outcomes, not necessarily the same instructional techniques.

Repeatable Student Outcomes

- Establish common course outlines, pacing guides, and shared assessments so that students encounter consistent expectations and support across sections.
- Design corequisite grading to reinforce the behaviors that drive success, such as attending the support course, engaging with content and peers, and progressing in the college-level course.
- Keep assessment lightweight by relying on brief quizzes rather than tests, and avoid creating competing workloads between the support course and the college-level course.
- Reduce student decision fatigue by aligning assignments. Students should not have to decide whether to work on their corequisite homework or the college-level class homework.



What Can Derail Progress

- **Allowing section-to-section variation to grow** so outcomes depend on instructor style rather than a shared student experience.
- **Using heavy testing or disconnected assessments** that increase the corequisite course workload without improving learning or alignment.
- **Creating competing assignments** and grading incentives that pull students away from what matters most: success in the college-level course.

Next Steps

- Create a shared course outline, pacing guide, and a small set of common assessments** that define the student experience across sections.
- Redesign grading policies to reward attendance and engagement** in the corequisite and to align incentives with passing the college-level course.
- Streamline assignments and assessments** so support reinforces college-level learning without duplicating work or adding unnecessary tests.

Phase 4: Implementation & Iteration

Sustain Improvement Through Cycles

Even the strongest designs can stall without a disciplined implementation cycle. To ensure the changes stick and improve over time, sustainable transformation requires evaluation, coordination, and term-to-term iteration.

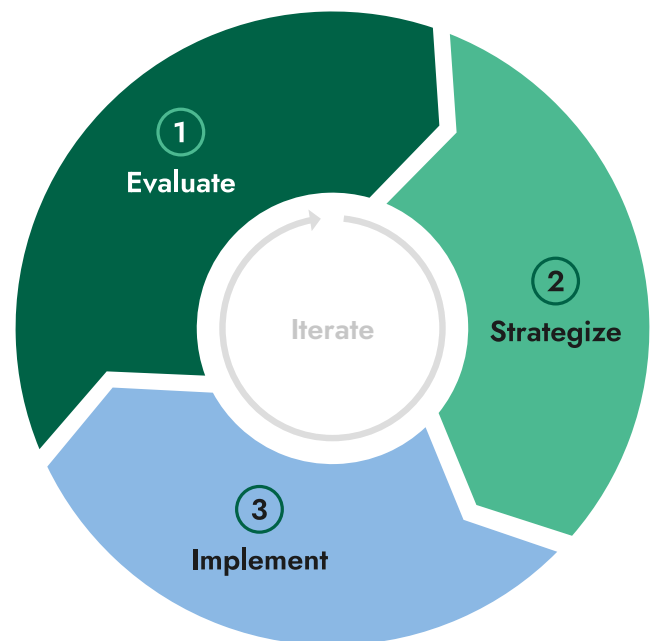
4.1 Establish the Implementation Cycle

Why It Matters

Corequisite redesign succeeds when it is treated as an engineering process rather than a one-time rollout. A repeatable cycle of evaluating outcomes, developing targeted strategies, and operationalizing decisions helps institutions progress from isolated improvements to durable, large-scale results. Setting a realistic timeline and planning for scale from the start ensures that promising redesign work improves the default student experience.

Engineering Student Success

- Use a continuous improvement cycle that moves from **Evaluation** (root cause analysis) to **Strategy** (customized, targeted strategies) to **Implementation** (operationalizing decisions).
- Expect that stable, scaled results typically take **12–18 months**, and treat iteration as part of the design rather than a sign the model is failing.



What Can Derail Progress

- **Treating implementation as a one-time rollout instead of an improvement cycle**, which prevents root-cause fixes and continuous strengthening.
- **Drifting into “pilot purgatory,”** where the redesigned model stays optional, limited, or dependent on champions rather than becoming the default.
- **Underestimating the time and cross-functional coordination required**, leading to rushed execution and inconsistent adoption.

Next Steps

- Establish a standing cycle** for evaluation, strategy, and implementation, with clear owners and a routine cadence for decisions.
- Choose the term when you will go to full scale and build a backward plan** tied to institutional deadlines and operational constraints.
- Set expectations for a 12–18 month ramp to stable scale**, and commit to reviewing outcomes after each term and iterating deliberately.

4.2 Define Metrics and Track Data

Why It Matters

Data keeps gateway redesign grounded in what students are actually experiencing and whether reforms are delivering results at scale. The goal is not just more measurement, but the right measurement: a small set of indicators that reflect progress toward year-one completion rates,

reveal impacts, and surface friction early enough to respond. Regular feedback loops also prevent problems from becoming entrenched by making course, support, and placement adjustments a normal part of implementation.

The Metrics That Matter

- **Throughput:** Track the percent of students who complete the gateway course within one year.
- **Equity gaps:** Disaggregate outcomes by race, income, and age to ensure improvements reach underserved groups.
- **Student satisfaction:** Regularly ask students for feedback on courses, the support they're getting, and the accuracy of their placement. This should happen early enough in the term when there is still time to make adjustments. Weeks 3 - 5 are a good time to do a short survey.
- **Stakeholder satisfaction:** Similarly, a regular, anonymous survey where only the stakeholder group (faculty, staff, administration) is identified helps keep problems at bay before they become too large. Don't go on assumptions. Ask stakeholders regularly to see what is working or not with your redesign's implementation. It's normal to need to make adjustments.

Feedback loops: Maintain a simple dashboard tied to the student information system and review it routinely with the core team to troubleshoot issues quickly.

What Can Derail Progress

- **Focusing on end-of-term outcomes only**, missing early signals when changes can still be made.
- **Relying on assumptions** about what students or stakeholders are experiencing instead of gathering regular feedback.
- **Using a siloed approach to evaluate implementation**, losing the important cross-campus conversations necessary to understand the successes and persistent challenges fully.

Next Steps

- Stand up a small dashboard** anchored on throughput and equity, and establish a routine cadence for the core team to review and act.
- Launch short, consistent pulse surveys** for students (during weeks 3–5) and stakeholders to catch issues early and normalize iteration.
- Use findings to make targeted, term-to-term adjustments** to placement, support, and course design rather than broad, unfocused changes.

4.3 Support Stakeholders

Why It Matters

Corequisite redesign only becomes durable when the people implementing it (faculty, advisors, registrars, and administrators) are supported after rollout, not just informed at launch. Ongoing pedagogy-focused training helps faculty teach corequisites effectively and sustain a student-centered approach, while steady cross-functional operating rhythms prevent siloed decisions from reappearing over time. With the right supports in place, implementation becomes a “new normal” that strengthens term over term.

Gatekeeping to Gateways

- Provide faculty ongoing training that focuses on **pedagogy** (how to teach effectively in a corequisite) rather than training that focuses only on logistics and processes.
- Support faculty in shifting from a **gatekeeper** mindset to a **gateway** mindset, emphasizing college readiness as something institutions can design for, not just measure.
- Maintain regular core team meetings that keep administrators, student affairs staff, and faculty aligned and making decisions together.

What Can Derail Progress

- **Limiting support to one-time rollout training**, leaving faculty without ongoing pedagogy development as challenges surface during implementation.
- **Allowing cross-functional communication to fade over time**, which reintroduces silos and inconsistent decisions across advising, registration, and instruction.
- **Treating redesign as a project with an end date** rather than building routines and tools that sustain implementation and iteration.

Next Steps

Establish a recurring training plan focused on corequisite pedagogy, with shared practices faculty can apply immediately in their class and support sections.

Set a standing cadence for core team meetings so cross-functional leaders review implementation signals and make adjustments routinely.

Adopt a simple implementation blueprint that guides the work from planning through rollout, iteration, and into sustained practice.

At Almy Education, we use a proprietary blueprint designed to support client institutions through the redesign process and beyond. This document guides the change process from inception through implementation, iteration, and into your new normal.

Culture	
collection of an institution's beliefs, values, assumptions, and actions that guide how faculty, administrators, staff, and students largest determinant of successful gateway course outcomes.	
Collaboration	Objective: Collaboration is deeply embedded in the college's DNA, and cross-functional teams are valued and integrated into decision-making and problem-solving.
	Status Key Decisions
Meeting schedule for the cross functional team	
Agendas (before, during, and after) that address collaboration, evaluation, and communication	
Ordering to meeting schedule	
Norms before, during and after meetings	
Evaluation	Objective: Evaluation is highly sophisticated and an integral part of the redesign process. Feedback loops drive improvement, and data is leveraged effectively.
	Status Key Decisions
Quantitative metrics and means to evaluate redesign.	

Conclusion

Corequisites can be a powerful lever for improving student access and completion, but only when implemented as a comprehensive, end-to-end student experience redesign rather than just a single policy change. At Almy Education, we partner with institutions to refine and scale effective corequisite solutions through our evidence-based framework.

Sustainable reform requires a shared institutional commitment across three key pillars:

- **Culture:** Cultivating a shared belief in student potential among faculty, advisors, and administrators.
- **Systems:** Aligning institutional systems to remove barriers, ensure pathway fit, and streamline support so student outcomes do not depend on which section they land in.
- **Classroom:** Implementing inclusive, evidence-based instructional practices that bridge students into college-level learning.

When these pillars are aligned, the result is a coherent and scalable pathway to equitable student success. Each pillar reinforces the others, creating the conditions necessary for durable gains in your gateway courses.



Improving Corequisite Outcomes at Your Institution

Looking for increased throughput in your gateway courses? We can design a custom plan that meets your institution where it is right now. Schedule your complimentary assessment call today to begin building a scalable pathway to equitable student success.

 almyeducation.com/getstarted

Selected Resources

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