

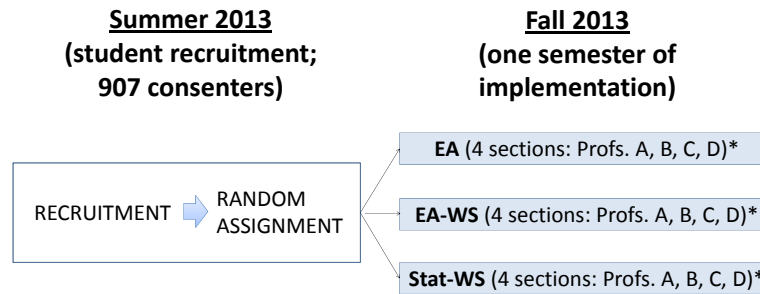
Mainstreaming Remedial Mathematics Students: Follow-Up on a Random Assignment Experiment

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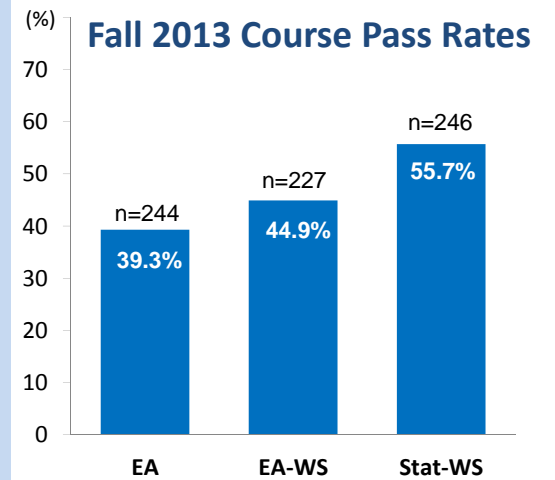
Fall 2013 Experiment

In Fall 2013, we conducted a randomized controlled trial with 907 students assessed as needing mathematics remediation at three CUNY community colleges, as presented at the 2014 CADE Conference. Students randomly assigned to college-level introductory statistics with two-hour weekly workshops (corequisite remediation; Group Stat-WS) were more likely to pass than students assigned to traditional remedial elementary algebra (Group EA) or traditional remedial elementary algebra with two-hour weekly workshops (Group EA-WS).

Design of Experiment

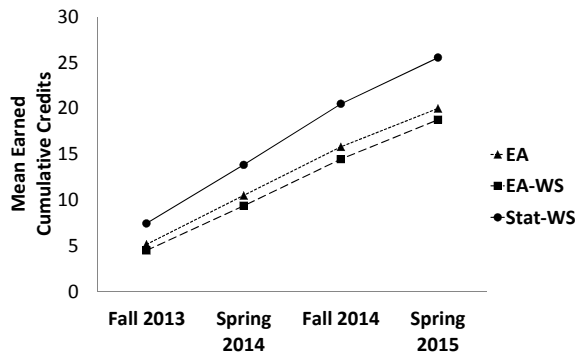


* Instructors were counterbalanced across the three groups.

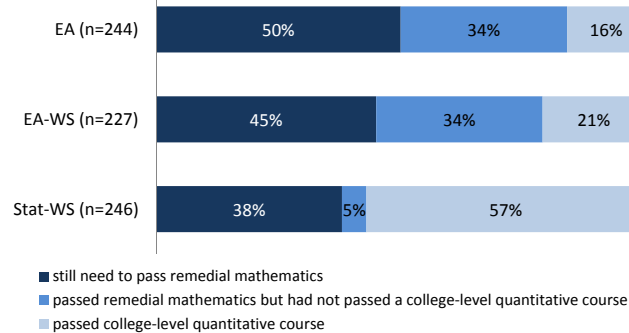


Follow-Up Data demonstrate that placing students directly into college-level statistics with corequisite support increases student success.

Cumulative Credits Earned Each Semester Since Experiment



Quantitative-Course Status as of the End of Fall 2014



Quantitative-Course Status as of the End of Spring 2015

