Evaluating Changes to Learning Support in the University System of Georgia

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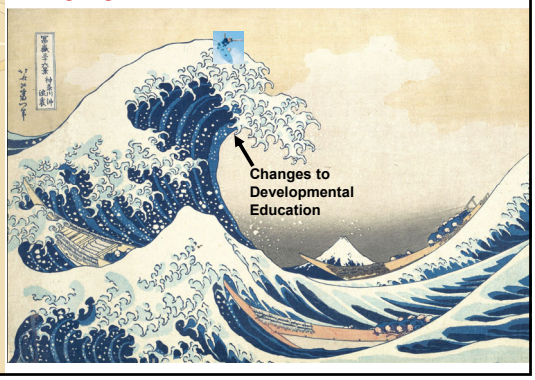
National Organization for Student Success
Nashville, TN

Barbara Brown
Barbara.Brown@usg.edu

UNIVERSITY SYSTEM OF GEORGIA
Academic Affairs

2013



WHY????

REMEDIATION
Higher Education's
Bridge to Nowhere

PART 1: Bridge to Nowhere

Too many entering freshmen need remediation ____ 6
Most students don't make it through college-level gateway courses ____ 8
Most remedial students never graduate ____ 10

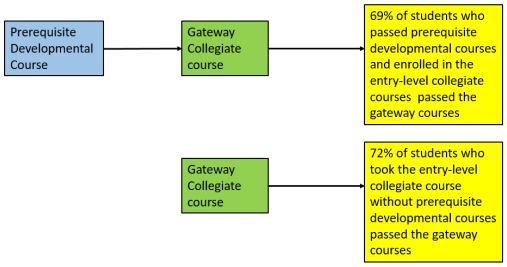
WHY????

For the cohort of students with developmental requirements entering in **Fall 2010**, only **21%** completed entry-level collegiate courses in English and Mathematics within **2** years.

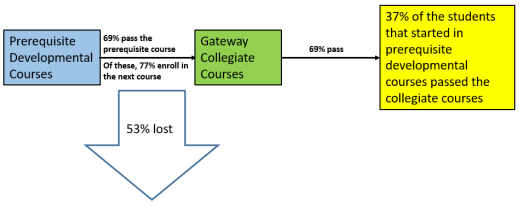
But . . .

Students who completed prerequisite developmental courses did about as well in the entry-level collegiate course as students taking the courses without developmental requirements.

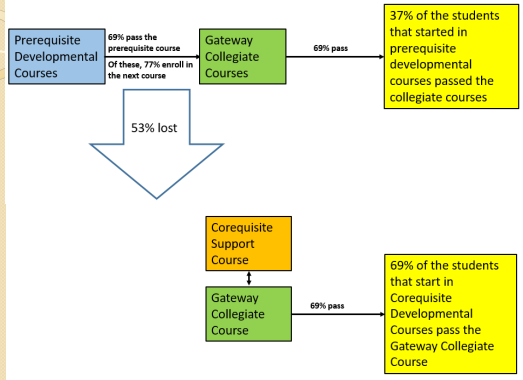
What's wrong with this picture?



Chained Attrition

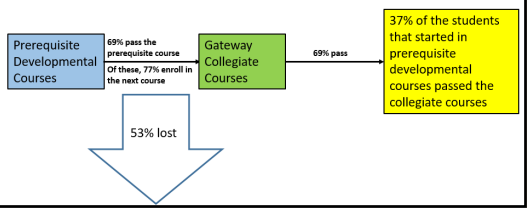


Minimizing Attrition



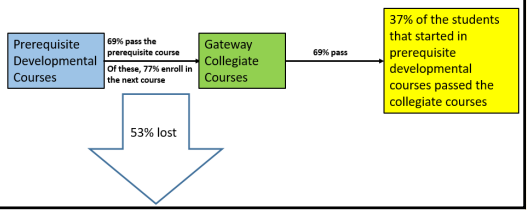
What have we changed since 2013?

- **Placement criteria** – went from using a Compass score for placement to using multiple-weighted measures – to using disjunctive multiple measures.



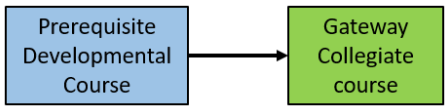
What have we changed since 2013?

- **Exit criteria** – students used to exit developmental courses by taking and passing a Compass test. Now students exit developmental requirements by passing the collegiate course that the corequisite course is designed to support.



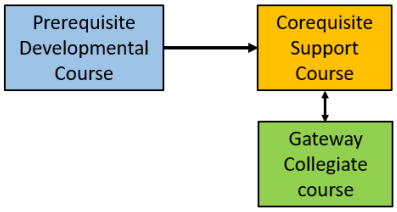
What have we changed since 2013?

- **2013 Prerequisite** (stand-alone) developmental courses were the predominant form of developmental education.



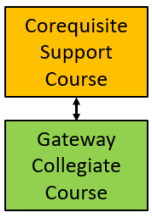
What have we changed since 2013?

- **2015** Corequisite Support became the **predominant** form of developmental education.



What have we changed since 2013?

- **2018** Corequisite Support as the **only** form of developmental education.



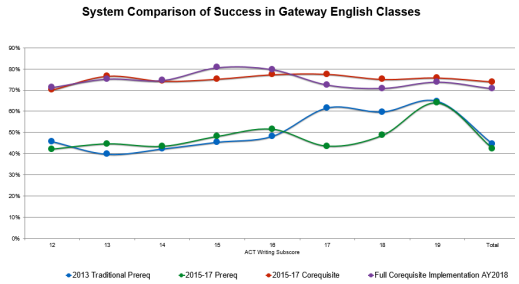
Fall 2017

Prerequisite Developmental Course → Corequisite Support Course ↕ Gateway Collegiate course

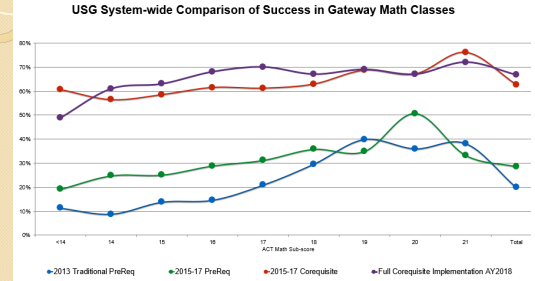
Fall 2018

Corequisite Support Course ↕ Gateway Collegiate Course

How have we done? English



How have we done? Math



Challenge: Dealing with REALLY Underprepared Students

Prerequisite Developmental Course → Corequisite Support Course ↕ Gateway Collegiate course

Corequisite Support Course ↕ Gateway Collegiate Course

Possible Solutions

- Give students **no-cost** opportunities to bring skills up to the level where they can reasonably benefit from Corequisite Support.
- In Math – possibility of developing course similar to MATH MOOC for Building Skills offered at University of Wisconsin – Lacrosse

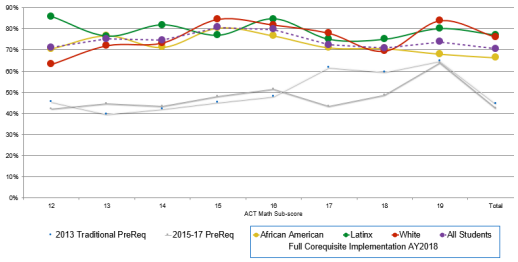
Possible Solutions

- Defer enrollment in Corequisite Support plus Collegiate Math for a semester to allow students to bring themselves up to speed?
- So far, nothing comparable for English.

Equity? English

USG System-wide Comparison of Success in Gateway English Classes

Disaggregated by Race



Equity? Math

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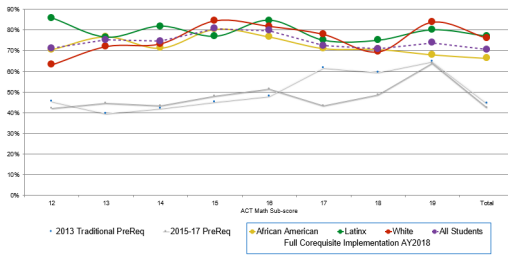
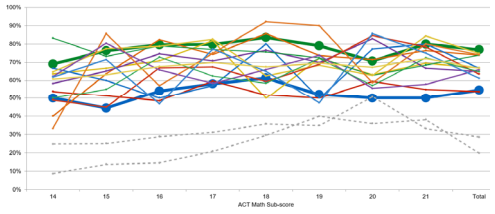


Institutional Variation

USG System-wide Comparison of Success in Gateway Math Classes

Disaggregated by Institution



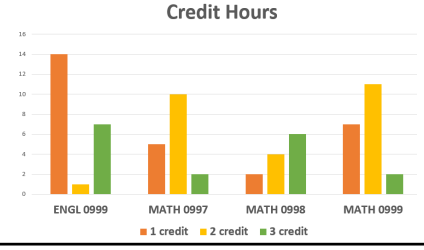
Full Corequisite Implementation AY2018

What Makes a Difference?

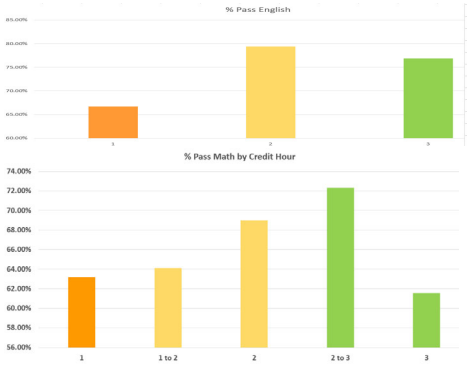
- ACT-SAT scores?
- High school grade point average?
- Credit hours in the Corequisite Support course?
- Model for the collegiate course: cohort vs. comingled?
- Same vs. different instructors for corequisite and collegiate sections?
- Alignment?

Credit Hours

- Corequisite Support sections may carry from 1 – 3 credit hours.
- Different sections of Corequisite Support may be tailored for different groups and offered for different amounts of credit.

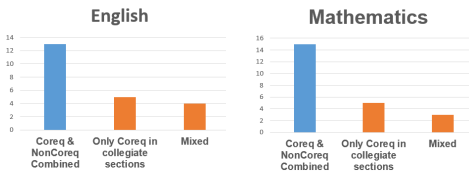


Corequisite Credit Hours

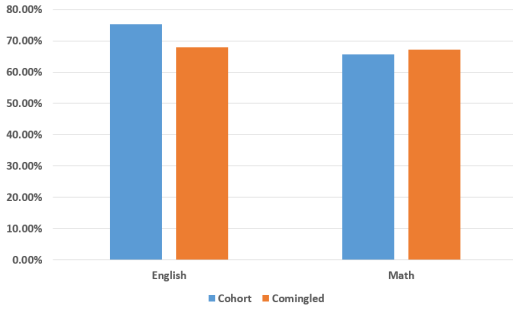


Cohort vs. Comingled Collegiate Sections

- Paired college-level course sections may have only students in Corequisite Support or a mix of students with and without Corequisite requirements.

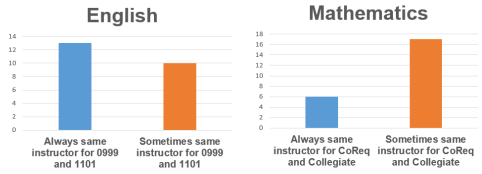


Pass Rates by Cohort vs. Comingled Collegiate Sections

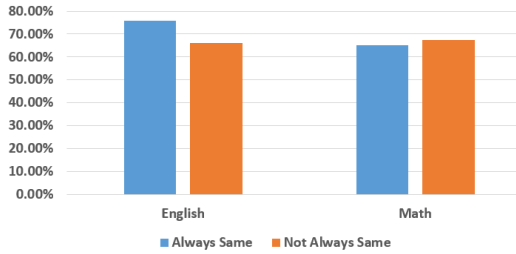


Same or different instructors

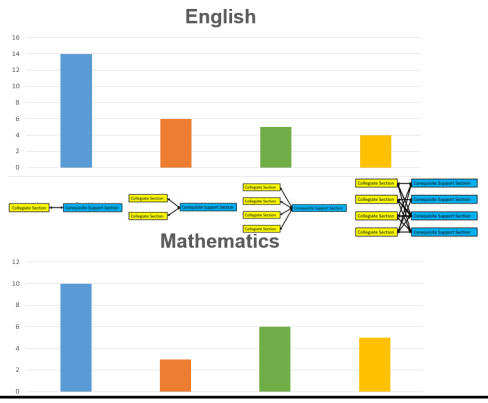
- Students may have the same instructor for both collegiate and Corequisite Support sections or different instructors.



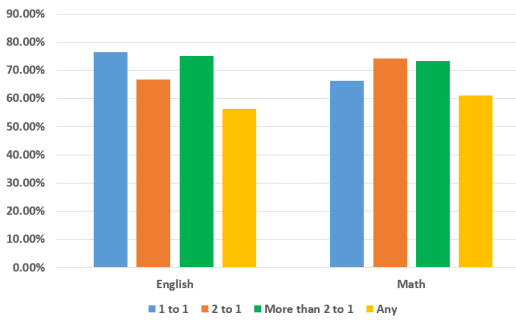
Pass Rates by Always Same vs. Not Always Same Instructor



Alignment

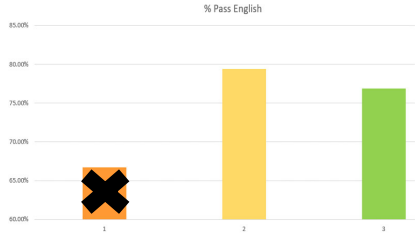


Pass Rates by Alignment



Recommendations from Dr. Tristan Denley – English

Credit Hours



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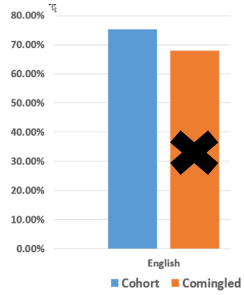
Cohort vs. Comingled (Collegiate Course)



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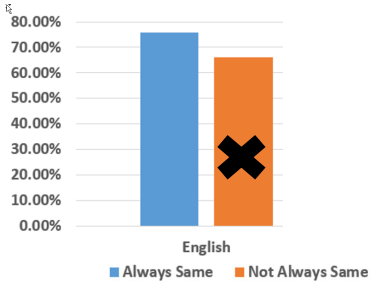
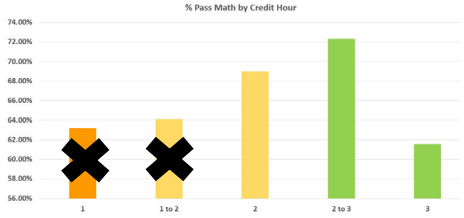
Same or Different Instructors



Recommendations from Dr. Tristan Denley – Mathematics

Credit Hours



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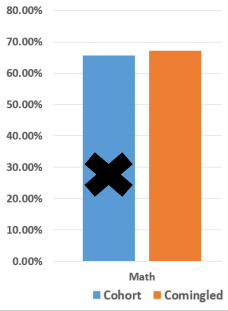
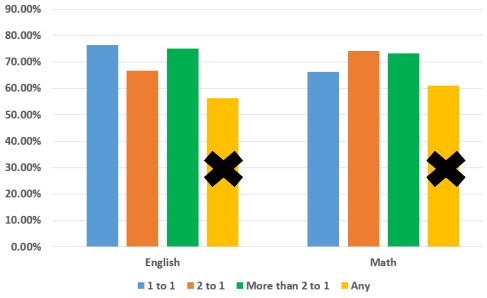
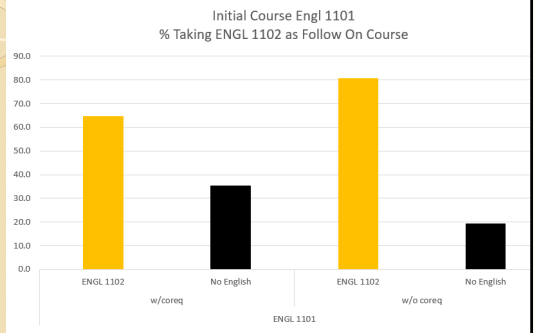


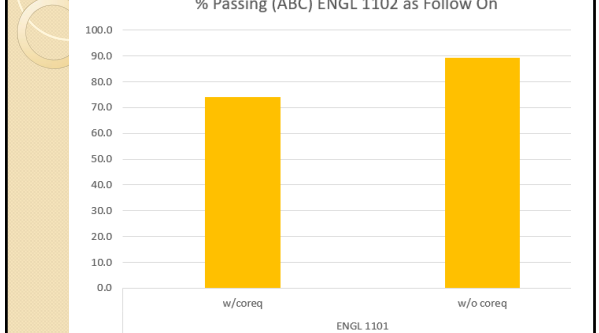
Alignment

Pass Rates by Alignment

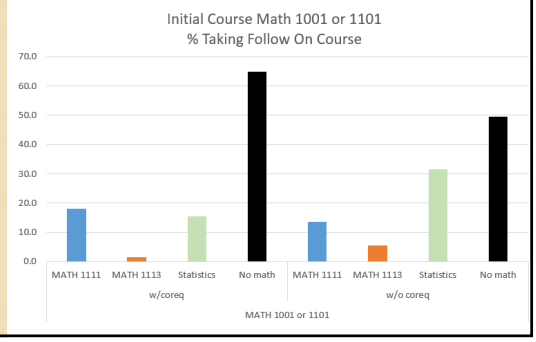


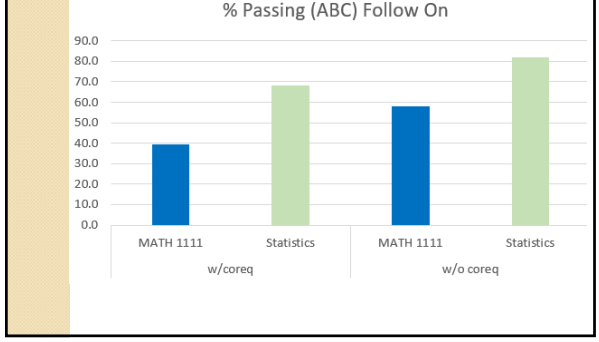
Follow-on Courses: English



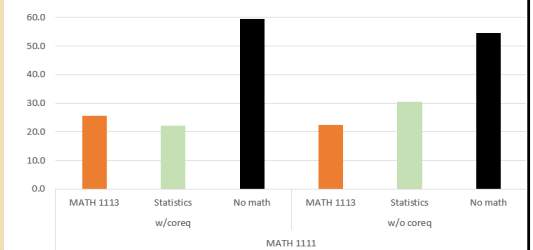


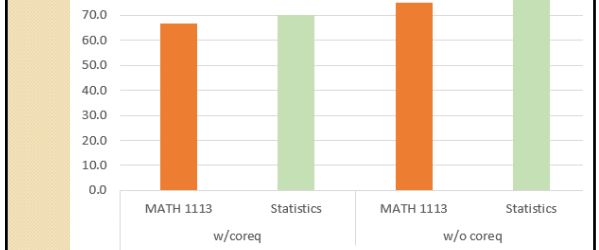
Follow-on Courses: MATH 1001 & 1101





Follow-on Courses: MATH 1111





Summary

- The move to fully Corequisite Support has resulted in a large increase in the number of students passing entry-level English and math courses.
- Students at all levels of preparation can be successful in entry-level collegiate courses with Corequisite Support.
- Completion of these entry-level courses is a “leading indicator” for successful degree completion.

Summary

- Most students who complete entry-level English and math courses with Corequisite Support are successful at the follow-on courses in those subjects.
- Students who complete basic math and English requirements in the first year are much more likely to complete degrees than those who don’t.

Thank you!

Contact information:

Barbara Brown
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