

How Are We Doing? . . .
What Makes a Difference? . . .
Where Are We Going?
**For the USG Fall 2019 Corequisite
Academy**

November 11, 2019

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System Office

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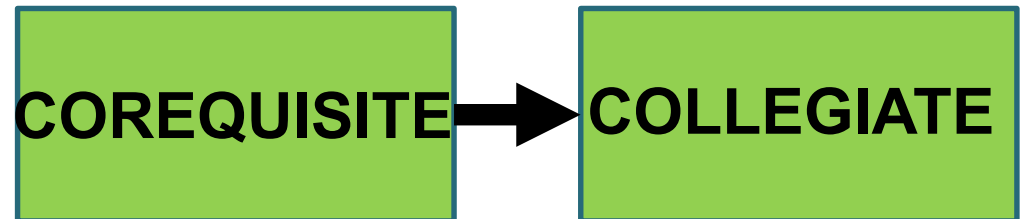


2017 > 2018 > 2019

2017



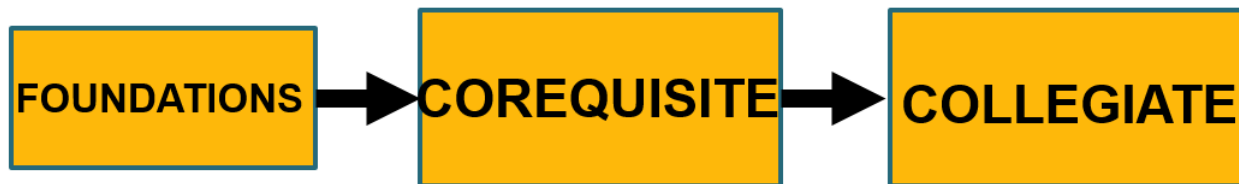
2018



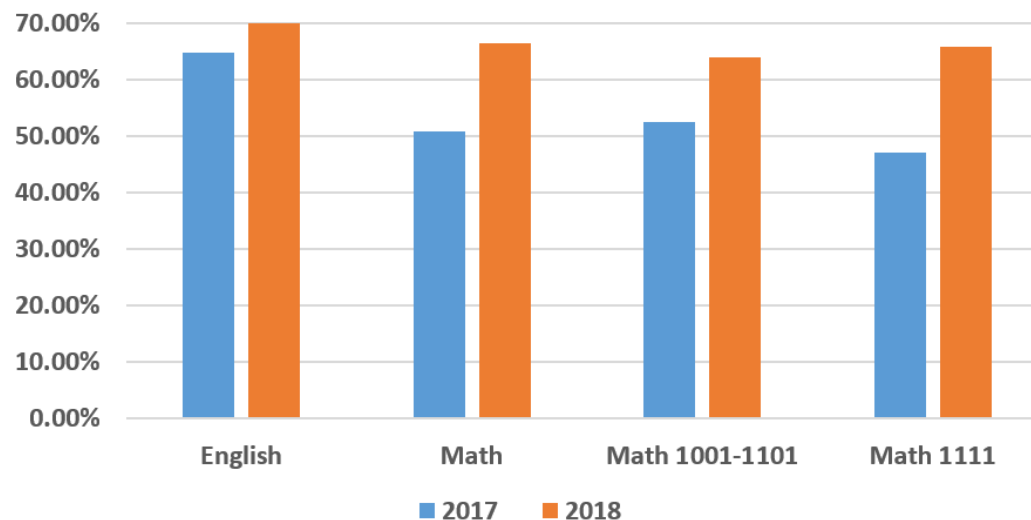
How Are We Doing?

Looking at Students Who Started in Learning Support

2017



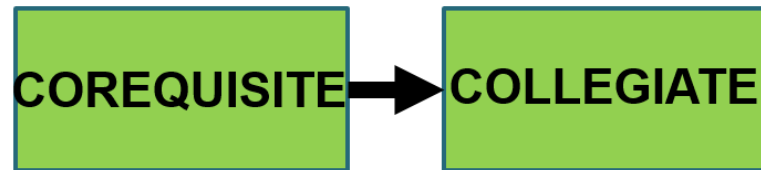
Pass Rates 2017 (All LS) - 2018



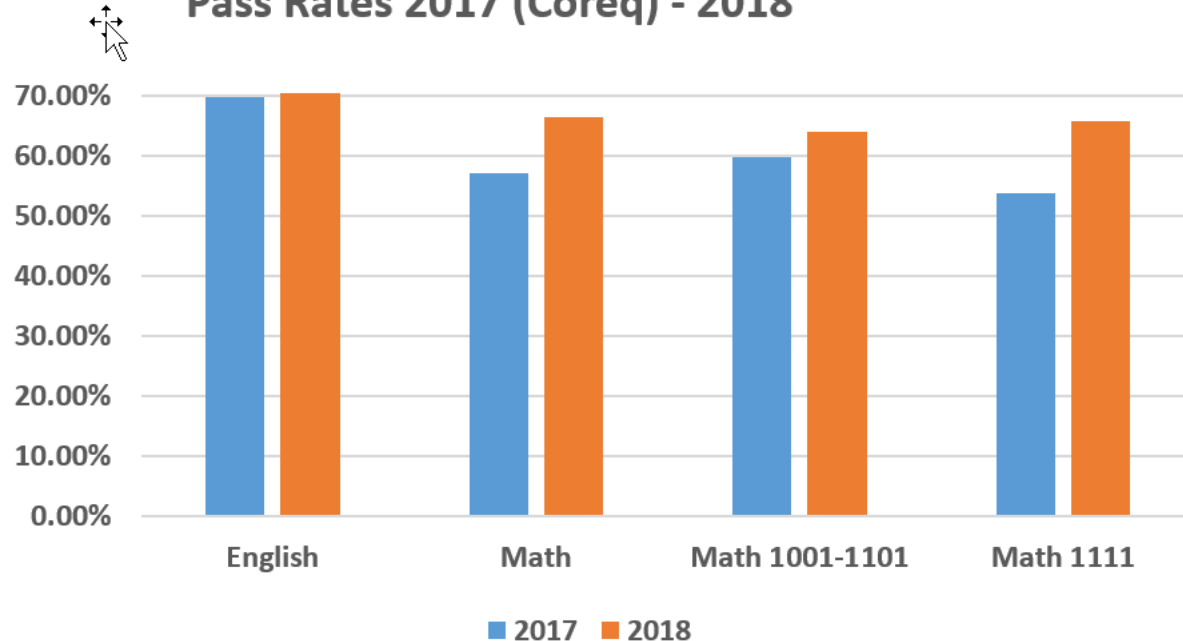
How Are We Doing?

Looking at Students Who Started in Learning Support

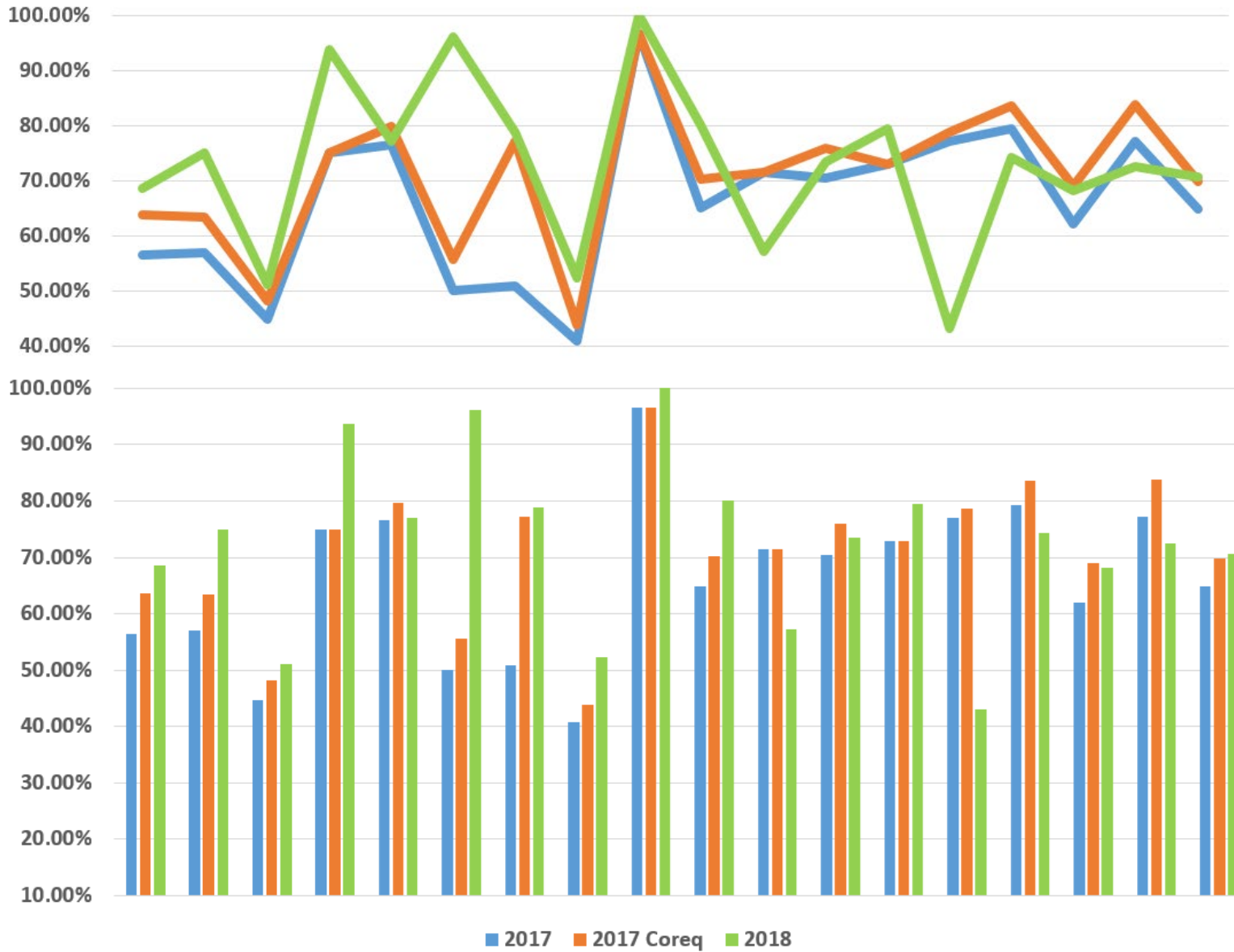
2018



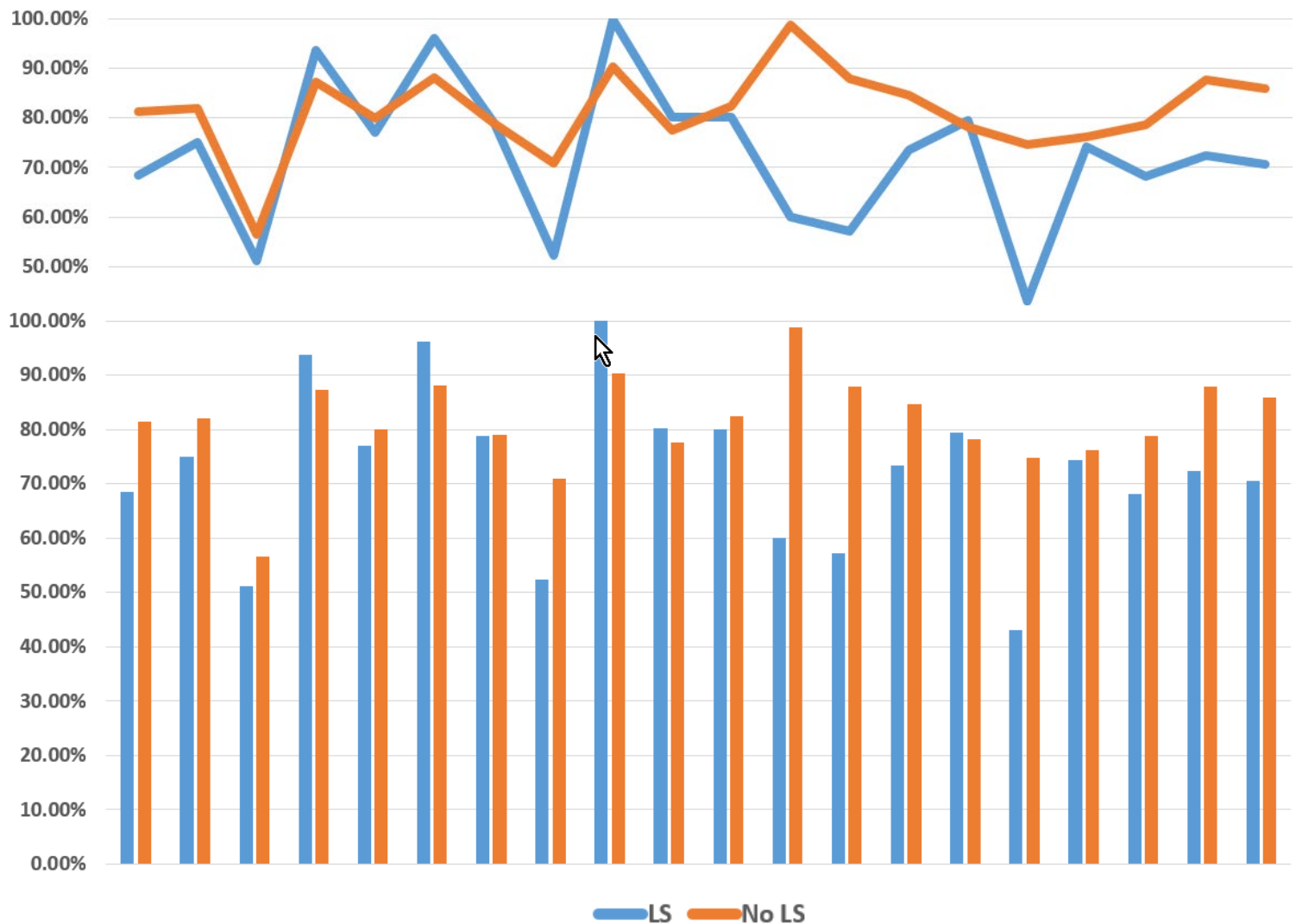
Pass Rates 2017 (Coreq) - 2018



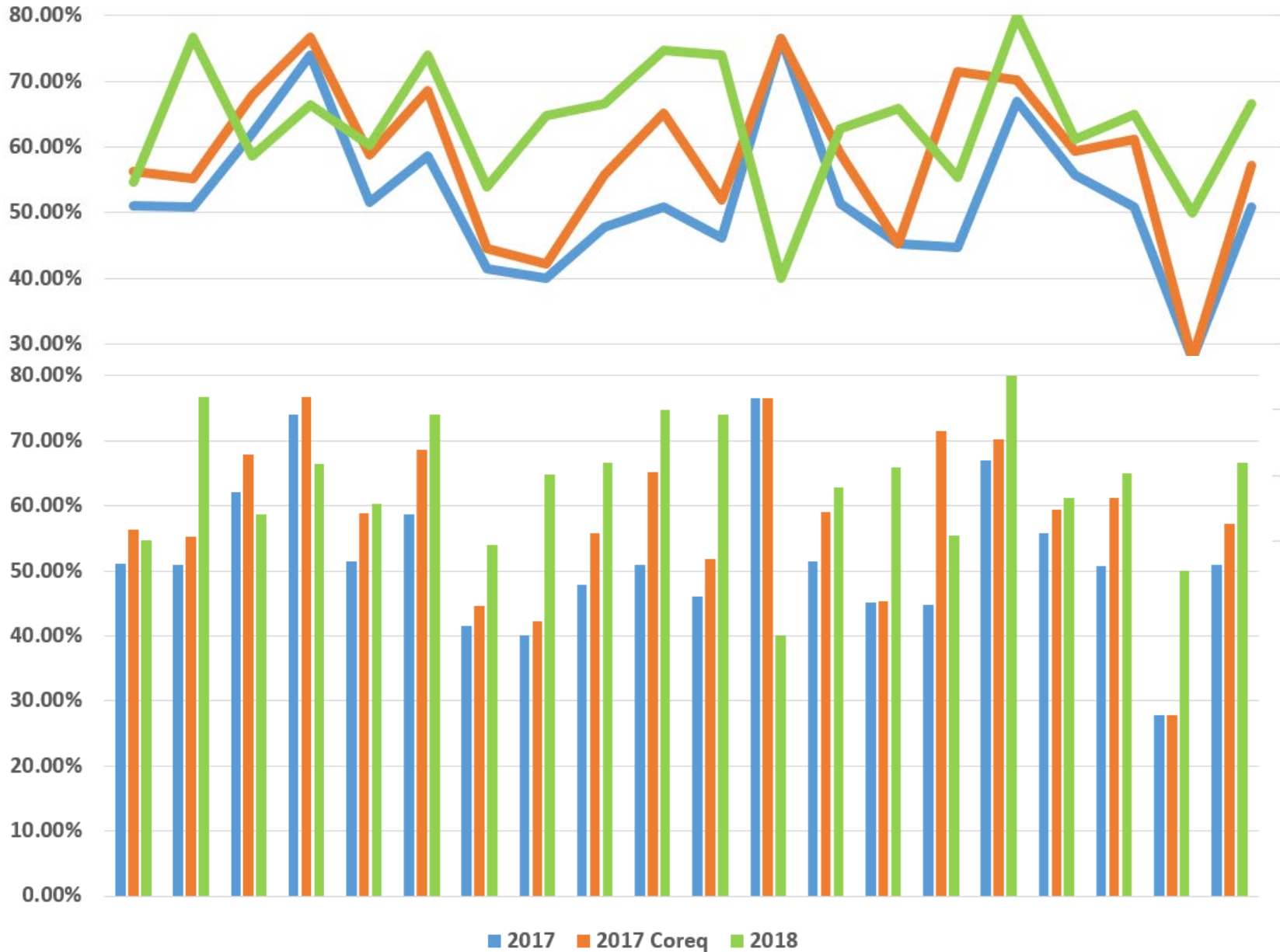
ENGL 1101



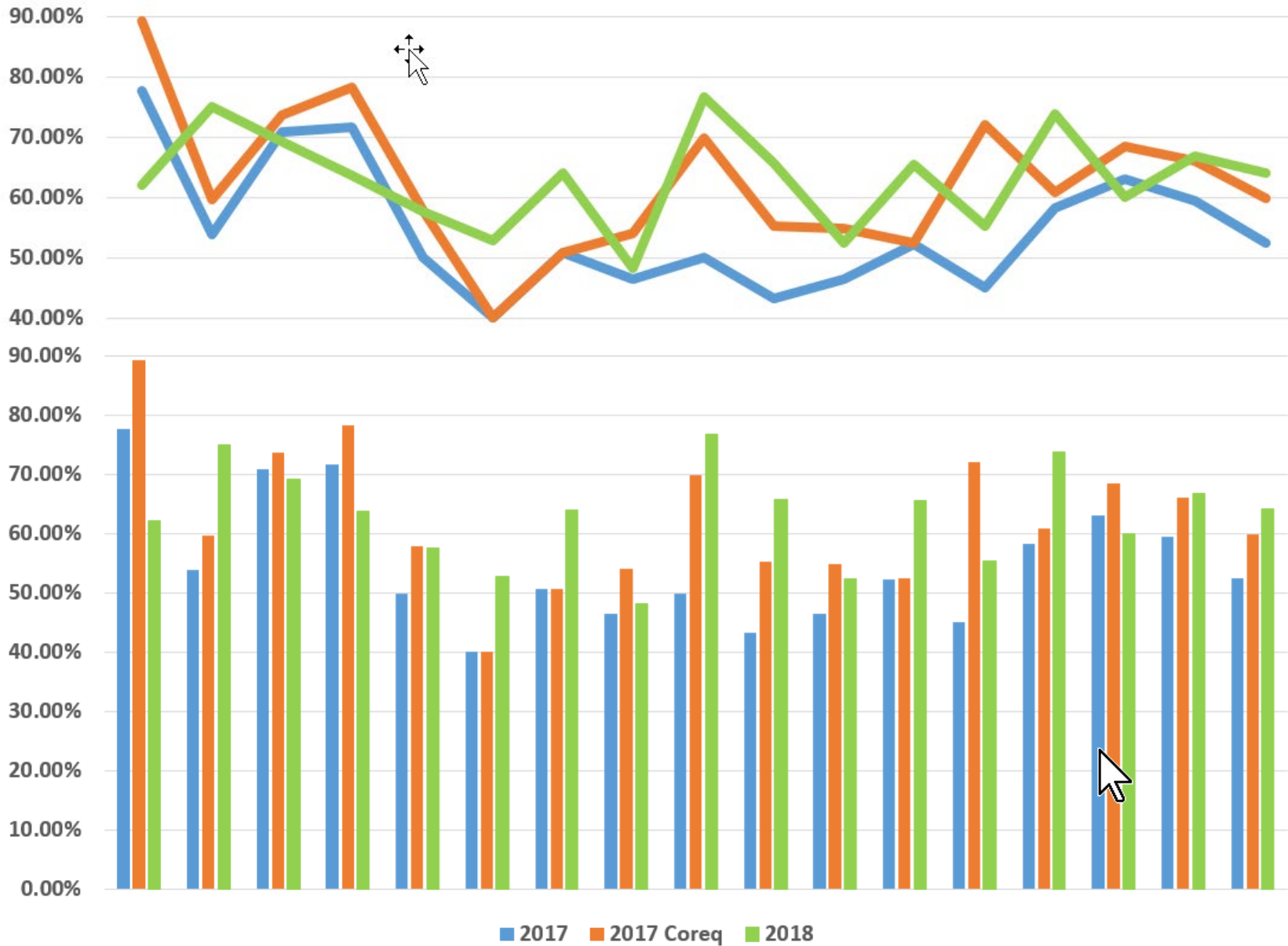
ENGL 1101 – Students with & without LS Requirements



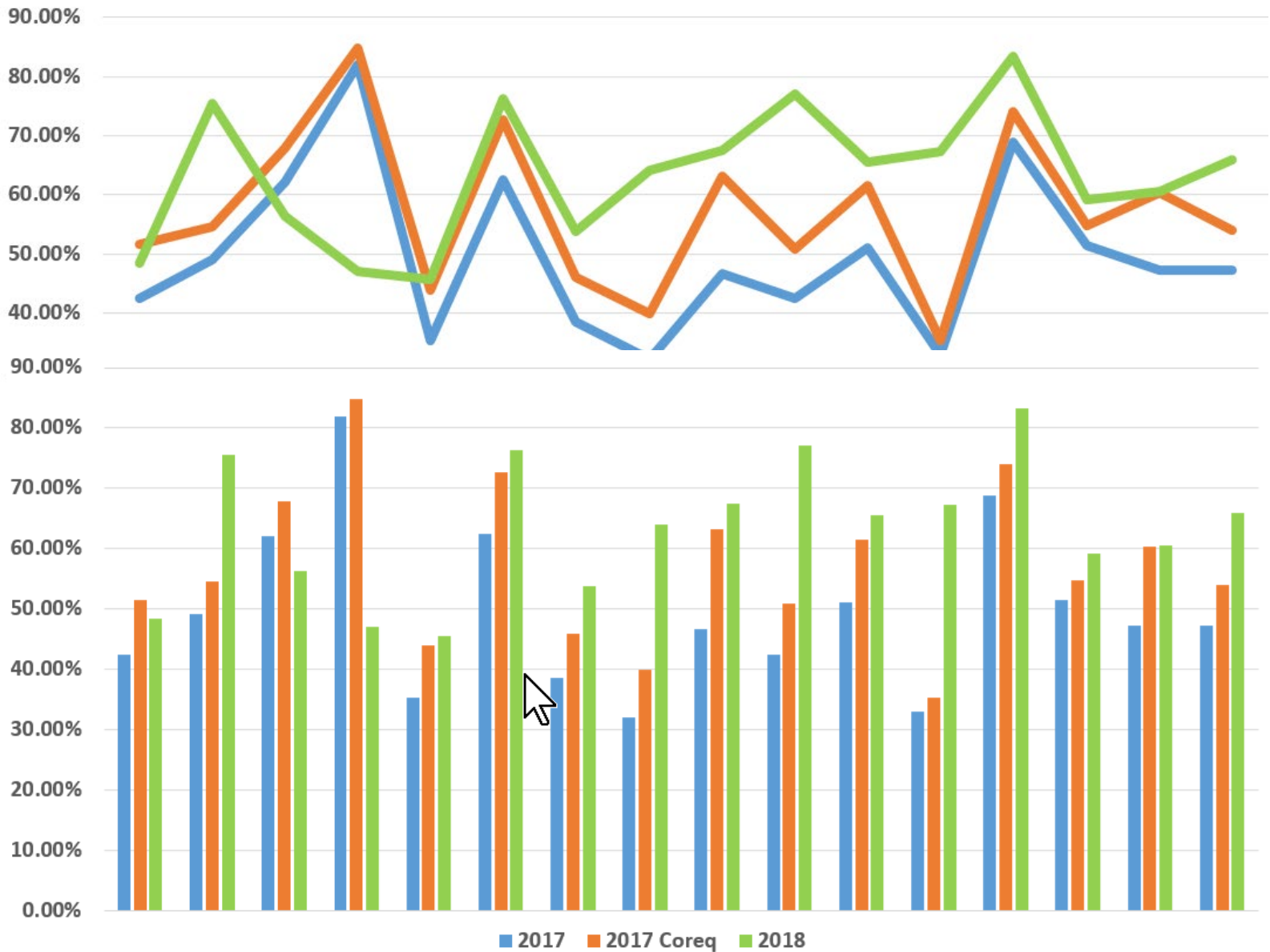
MATH 1001, 1101, and 1111



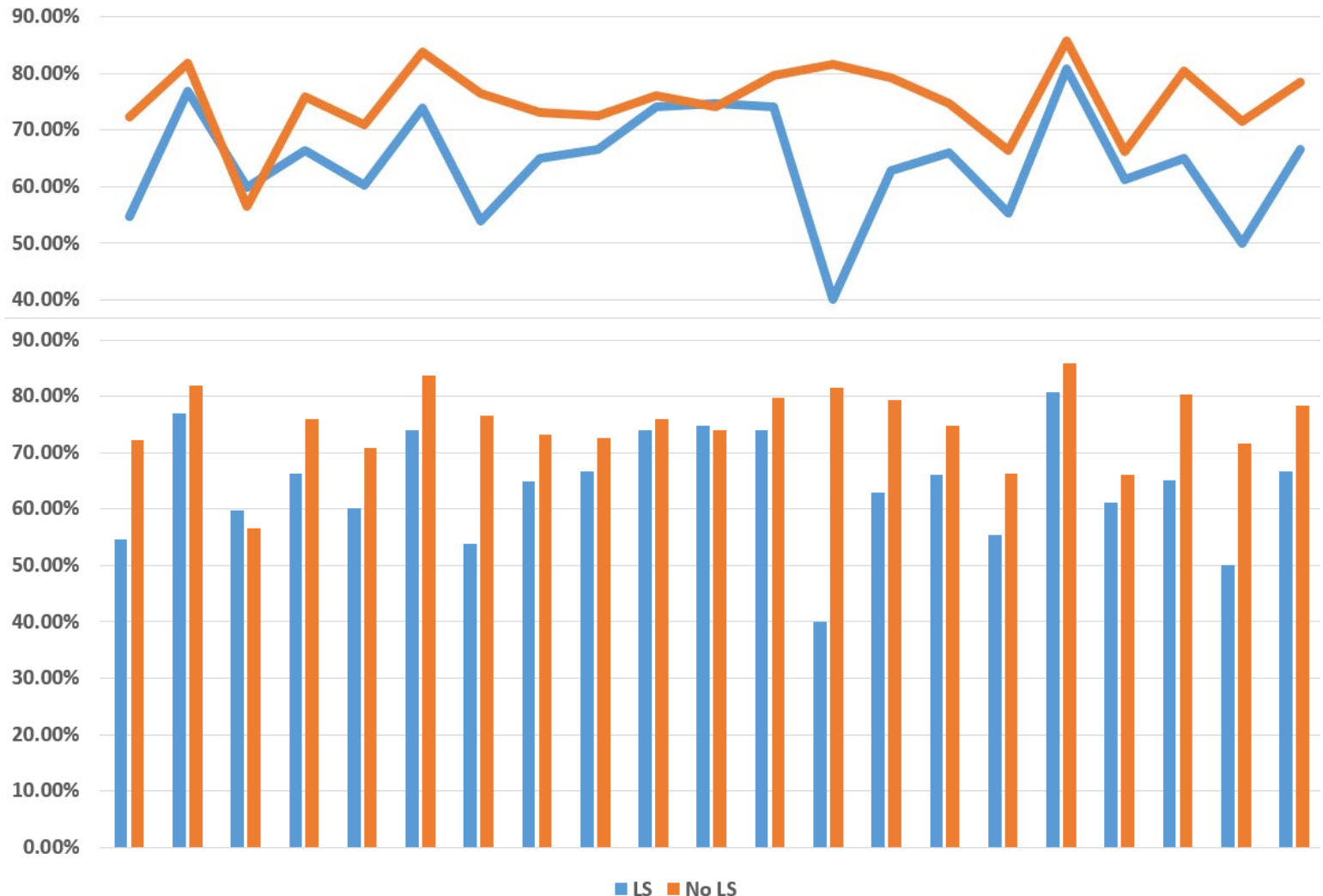
MATH 1001 and 1101



MATH 1111



MATH 1001, 1101, and 1111– Students with & without LS Requirements

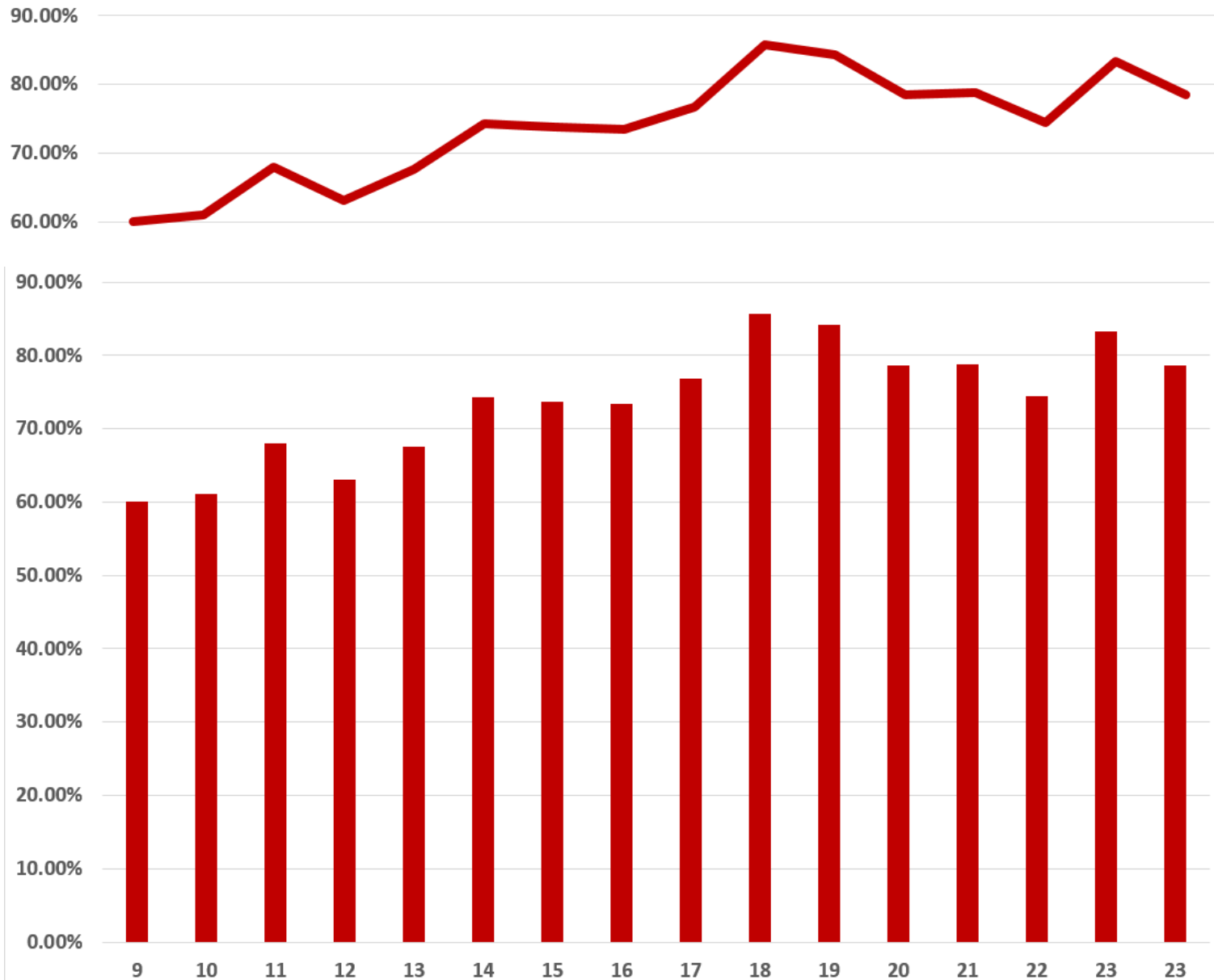


What Makes a Difference?

- ACT-SAT Scores?
- High School Grade Point Average?
- Credit Hours in the Learning Support Course?
- Model for Collegiate Course: Cohort vs. Comingled?
- Same vs. Different Instructor?
- Alignment?
- Maximum Class Size?

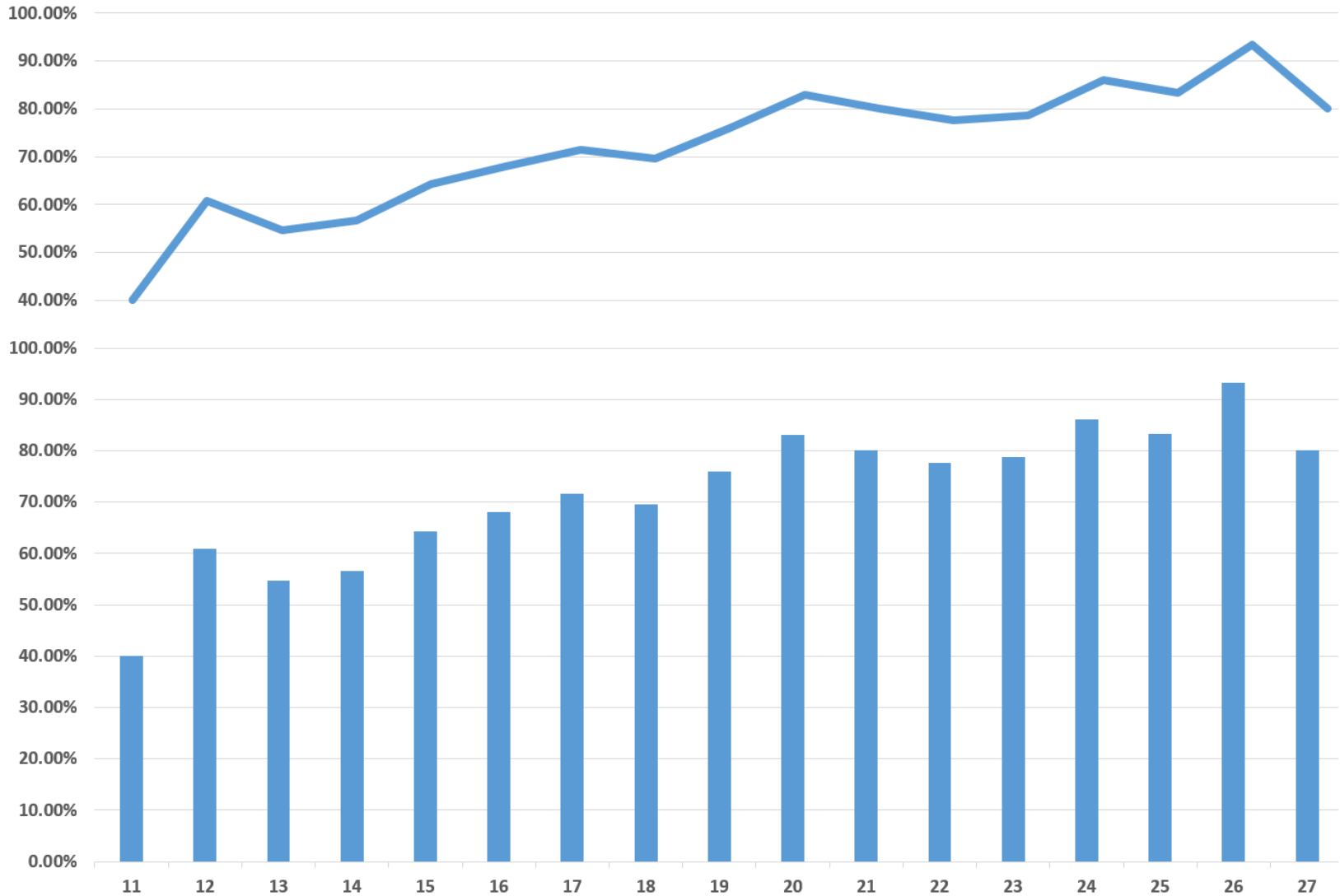
ACT - SAT Scores - English

English Pass Rates by ACT - Students with LS Requirements



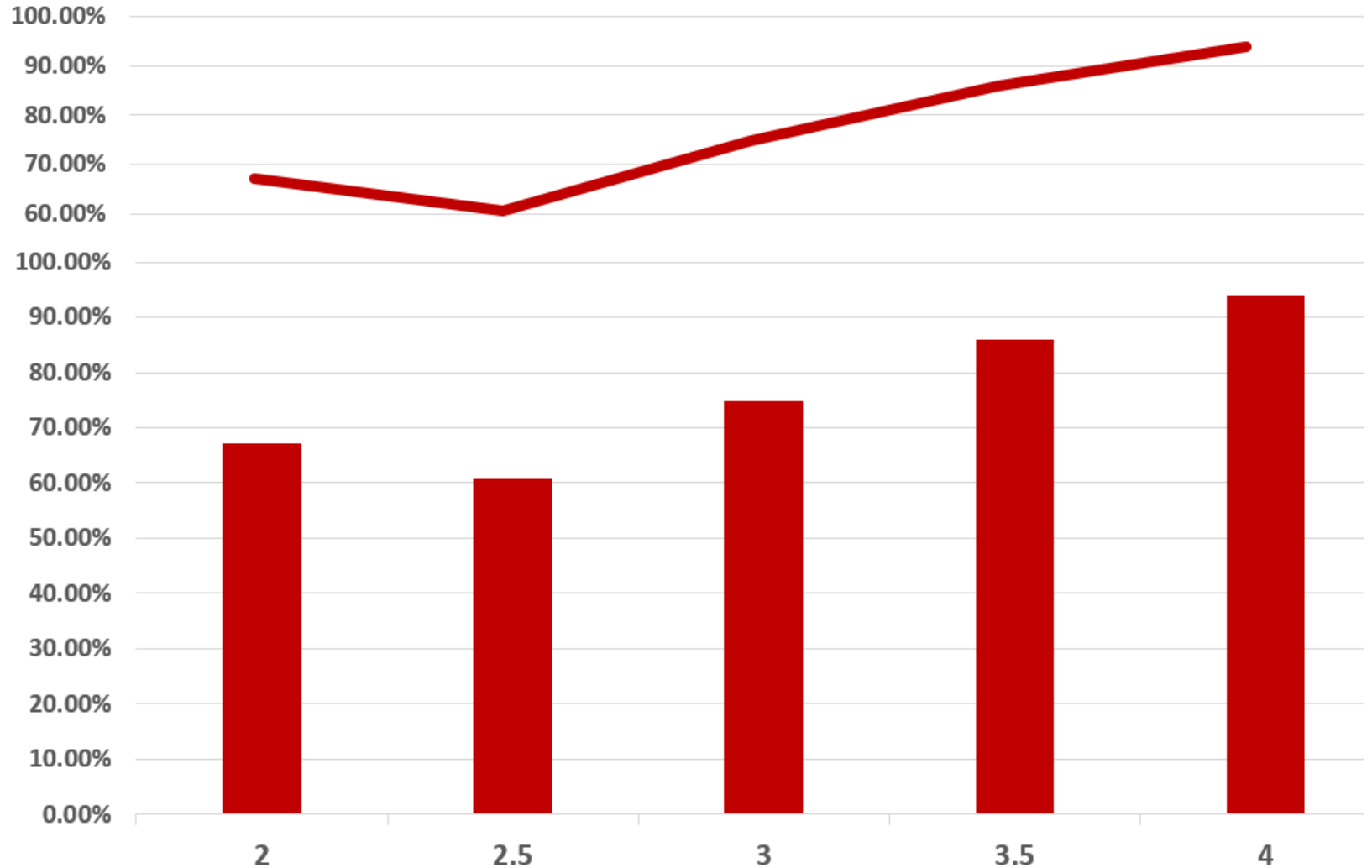
ACT - SAT Scores - MATH

Pass Rates by ACT - Students with LS Requirements



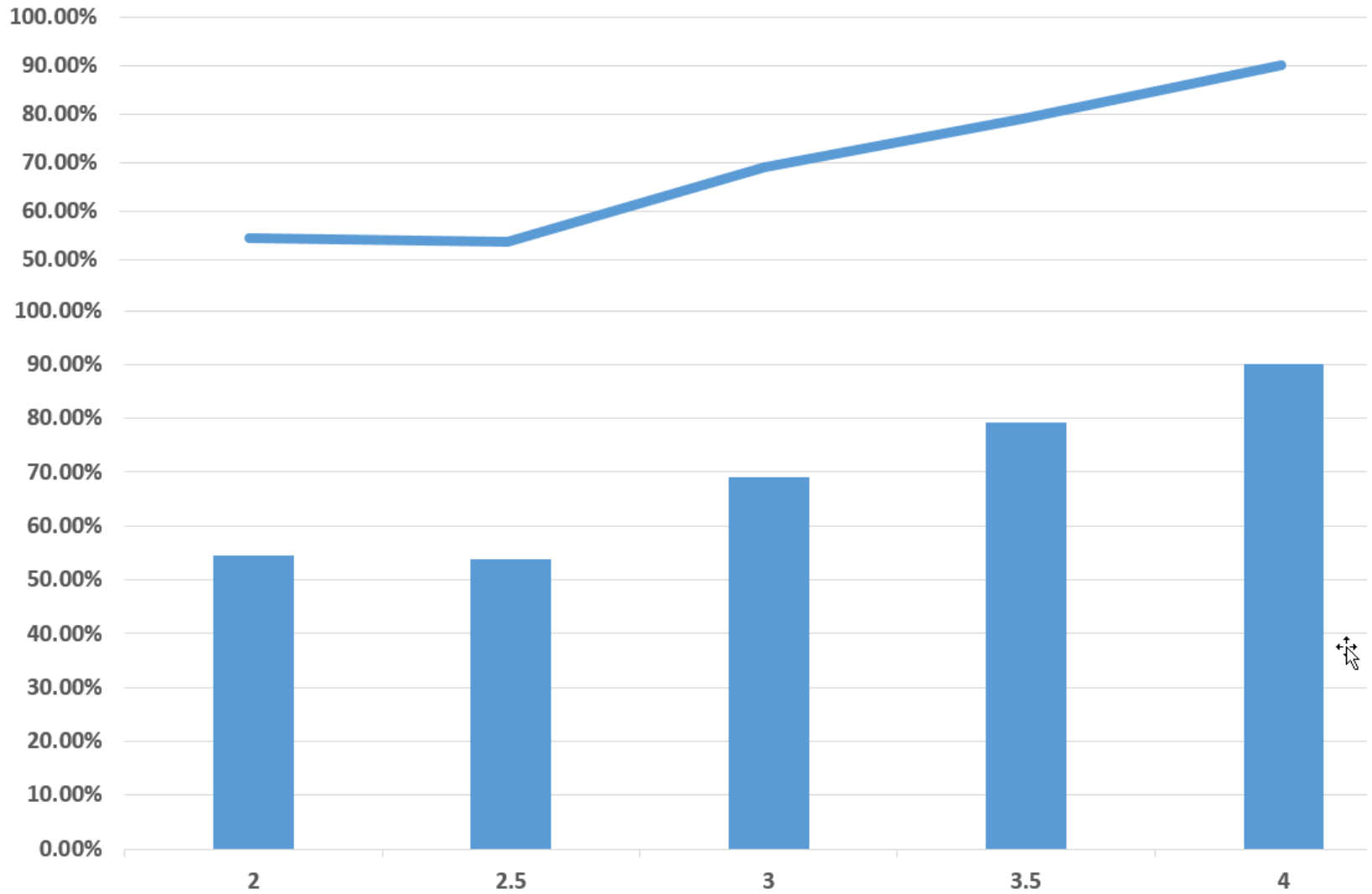
HSGPA - English

English Pass Rates by HSGPA - Students with LS Requirements



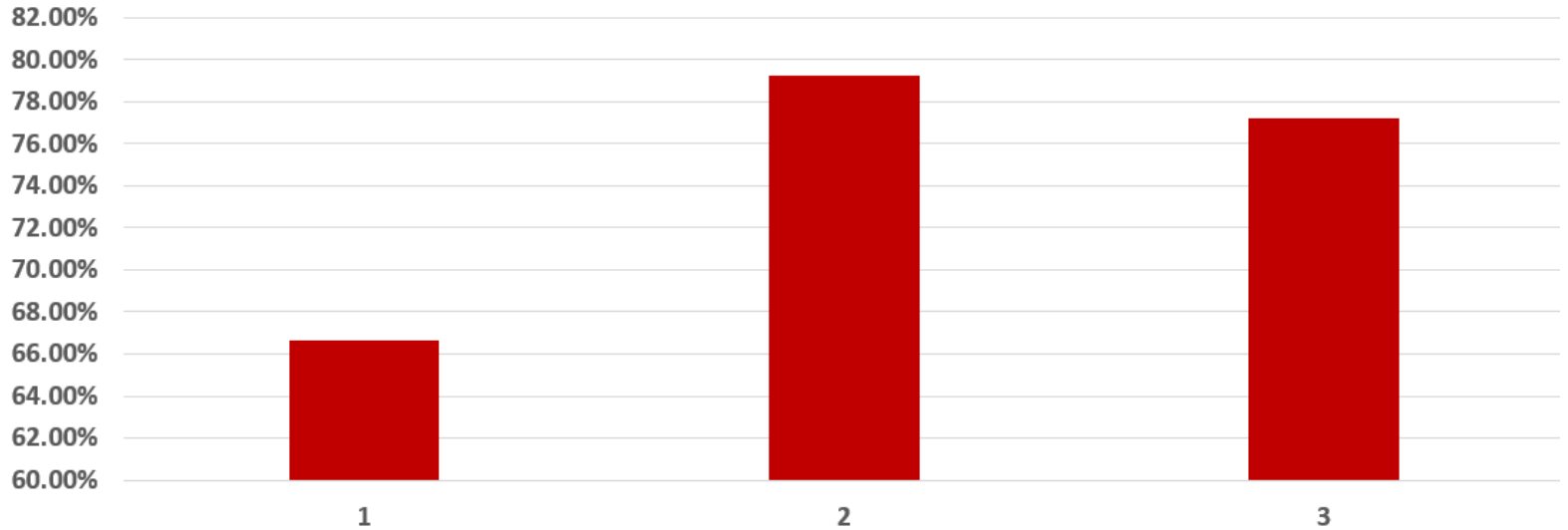
HSGPA - Math

Math Pass Rates by GPA - Students with LS Requirements

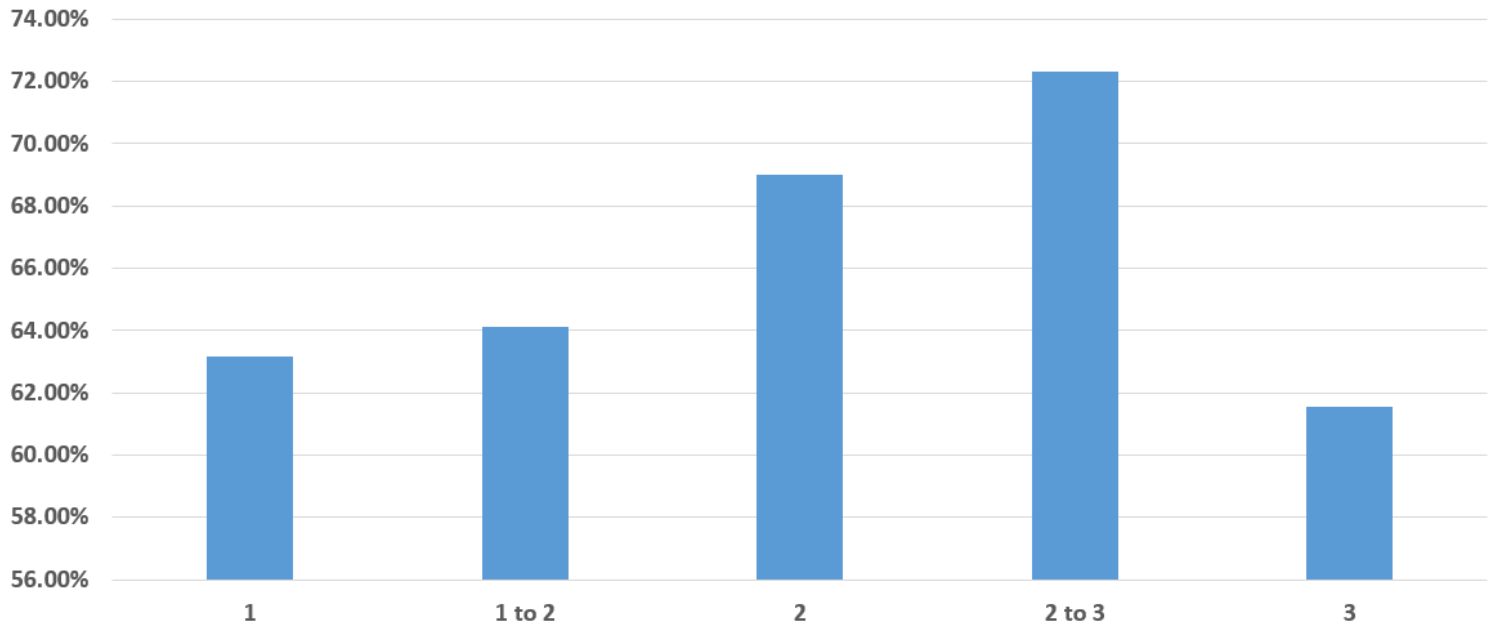


Corequisite Credit Hours

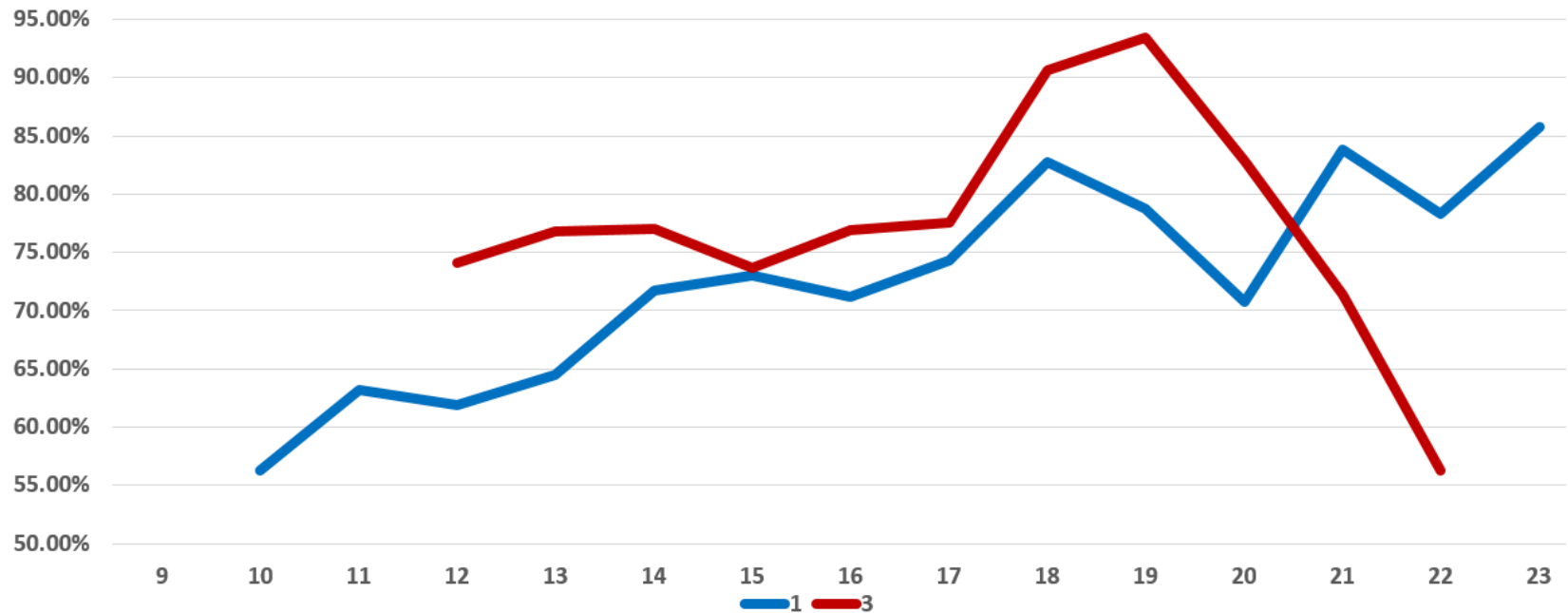
% Pass English by Credit Hour



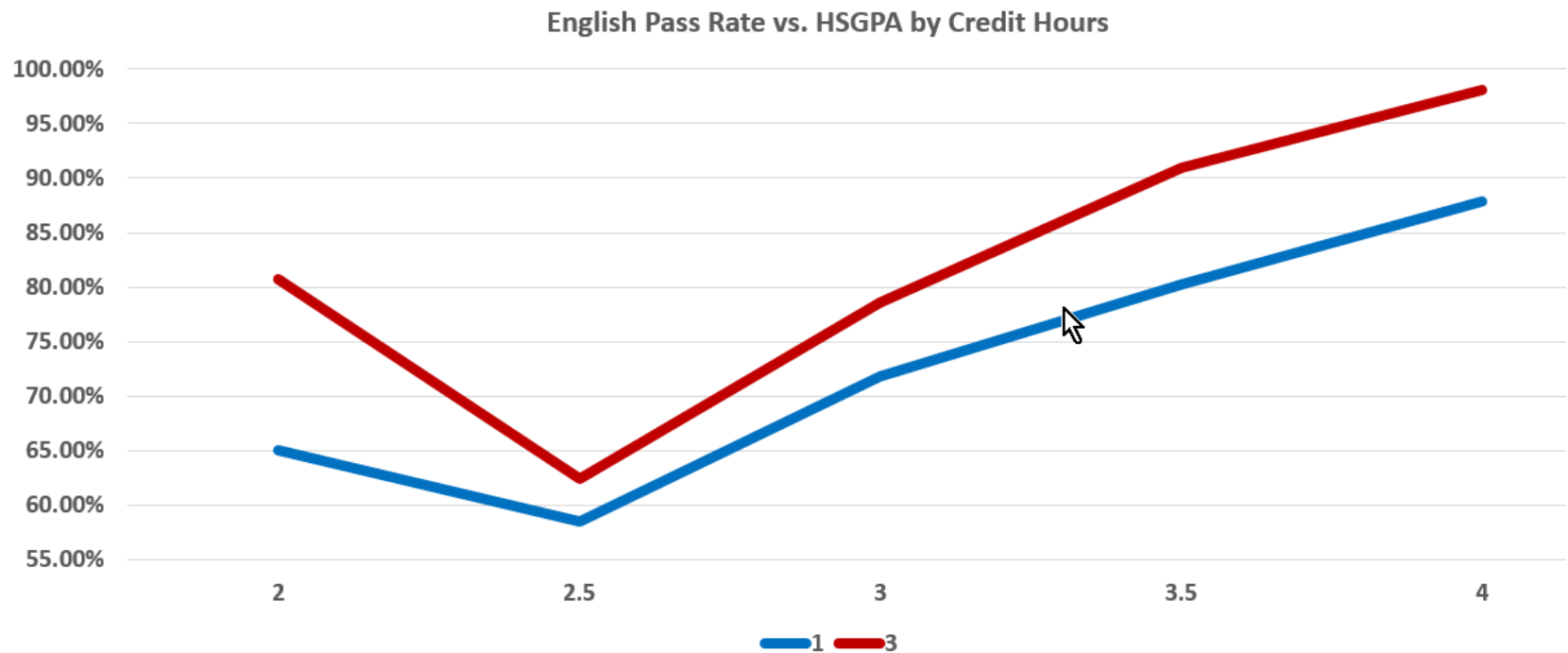
% Pass Math by Credit Hour



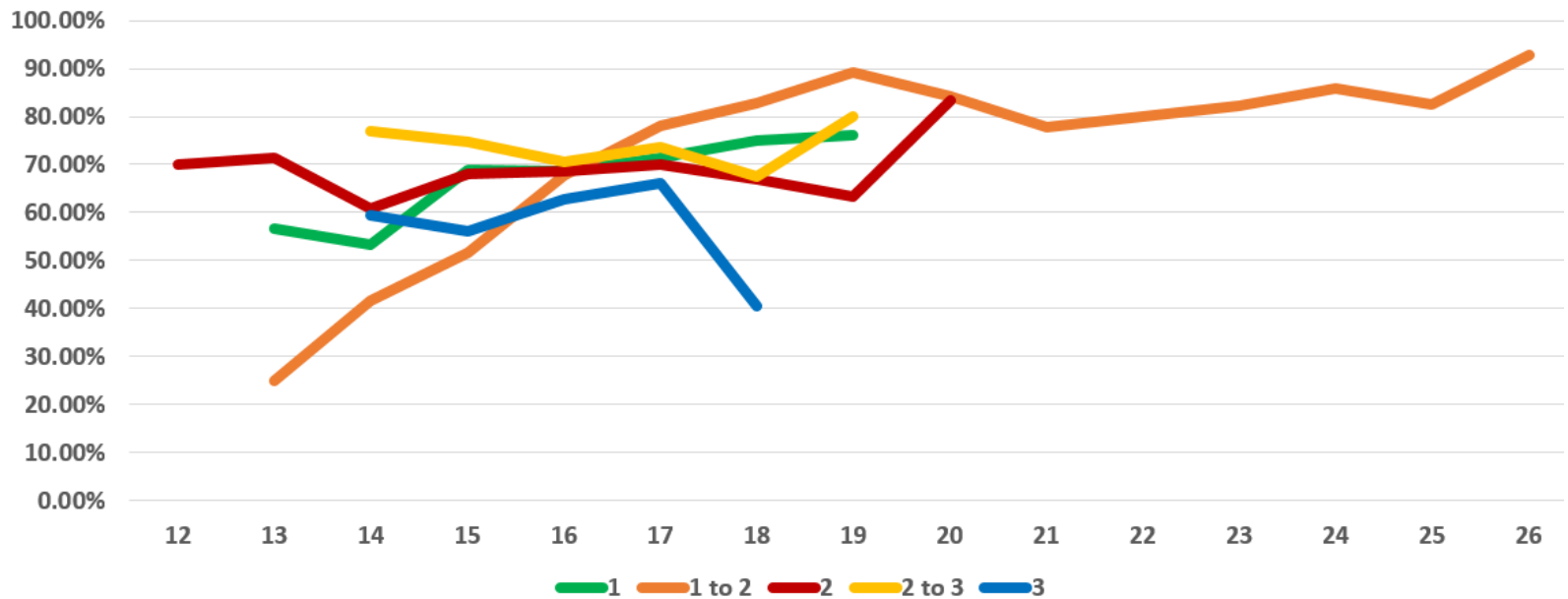
Pass Rate by ACT & Credit Hours - English



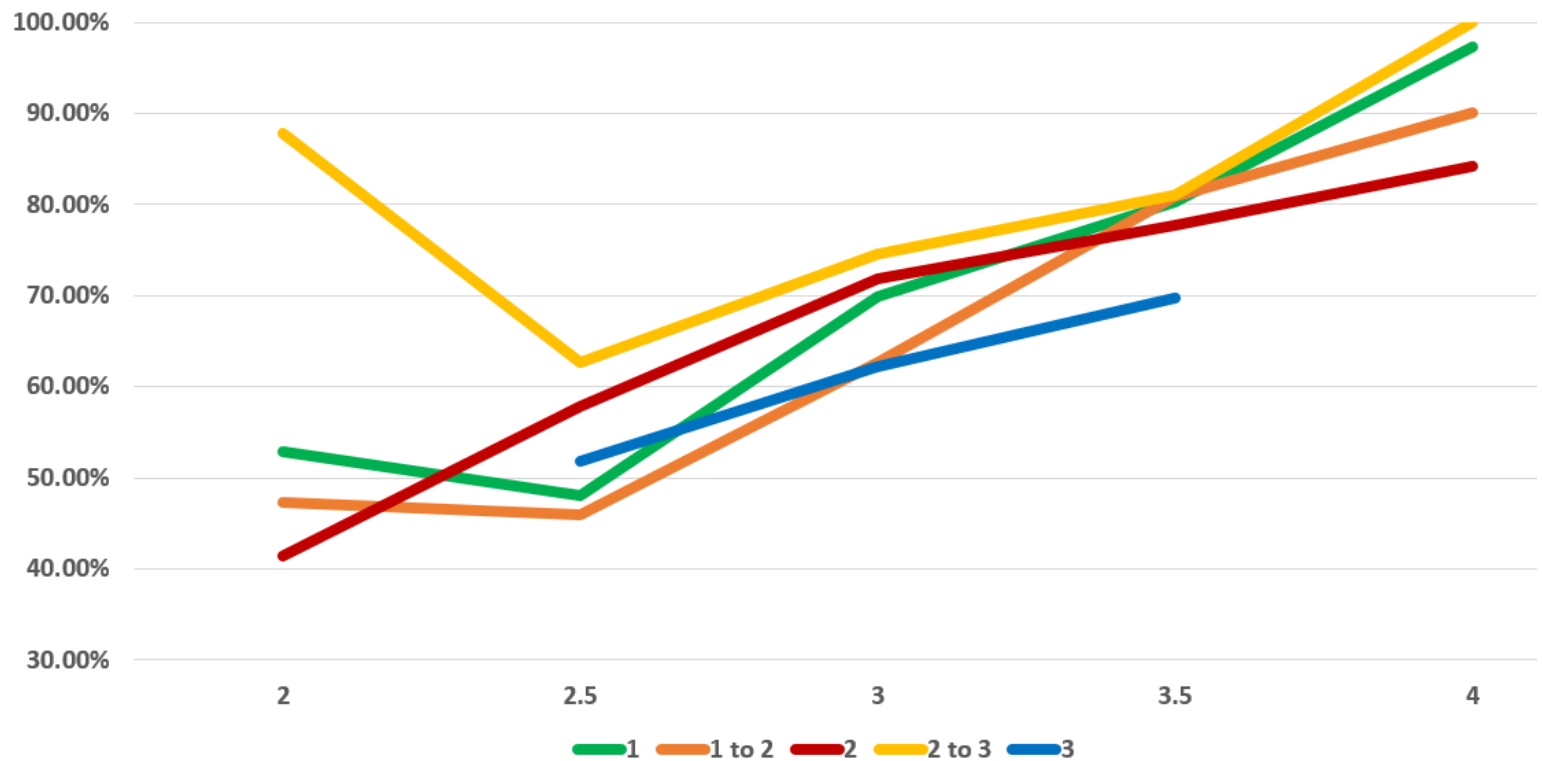
Pass Rate by HSGPA & Credit Hours - English



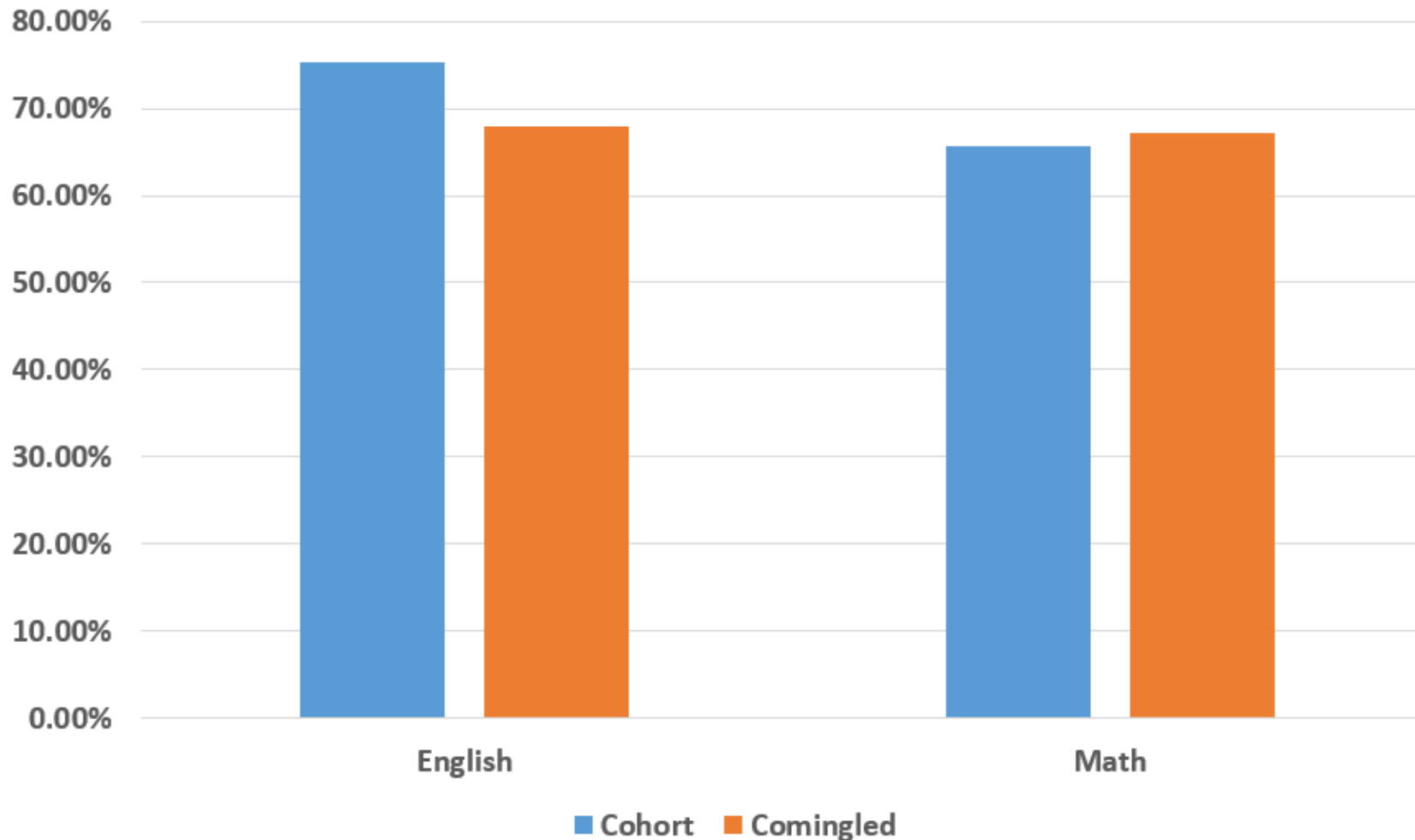
Pass Rate by ACT & Credit Hours - MATH



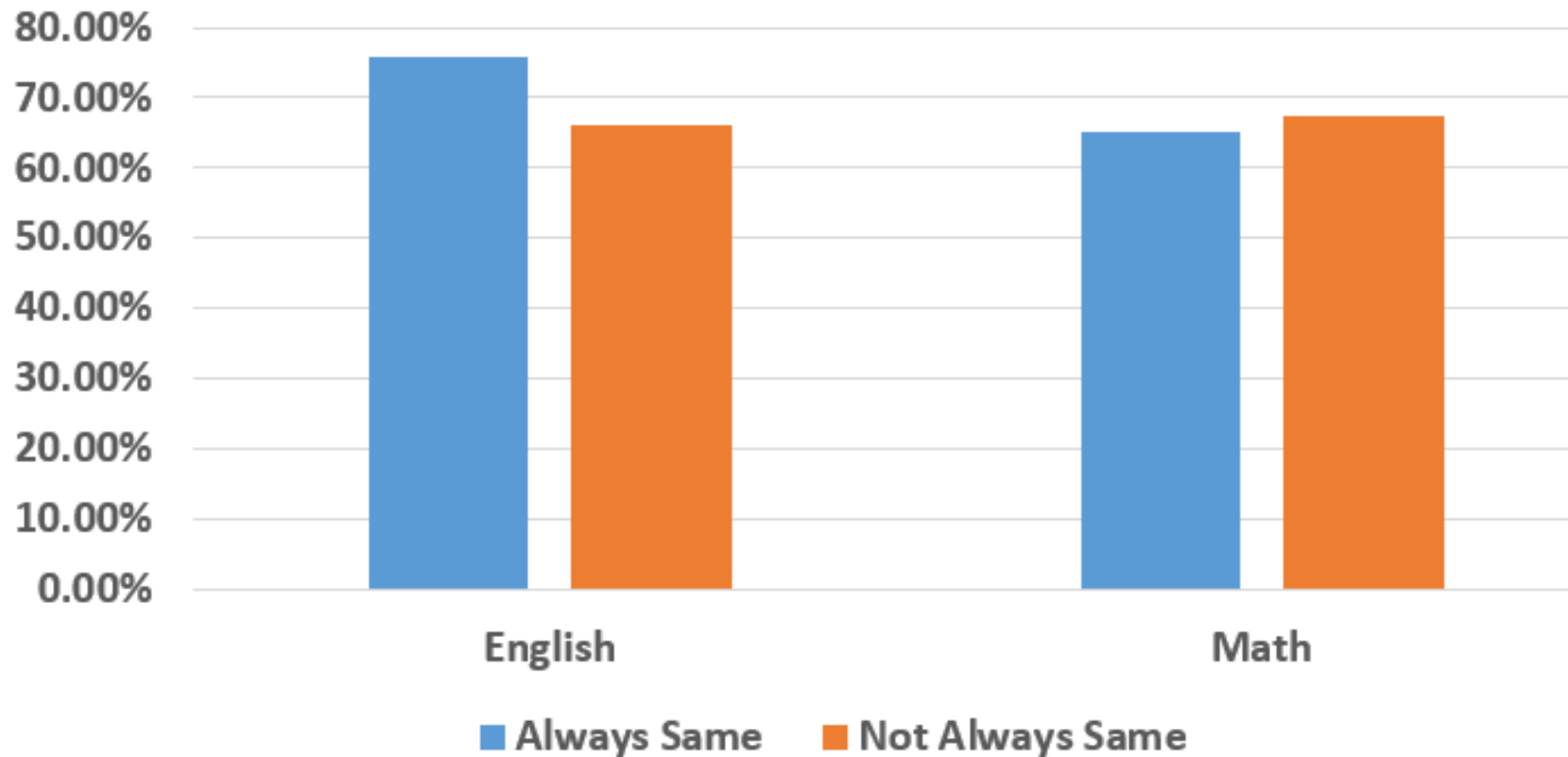
Pass Rate by HSGPA & Credit Hours – MATH



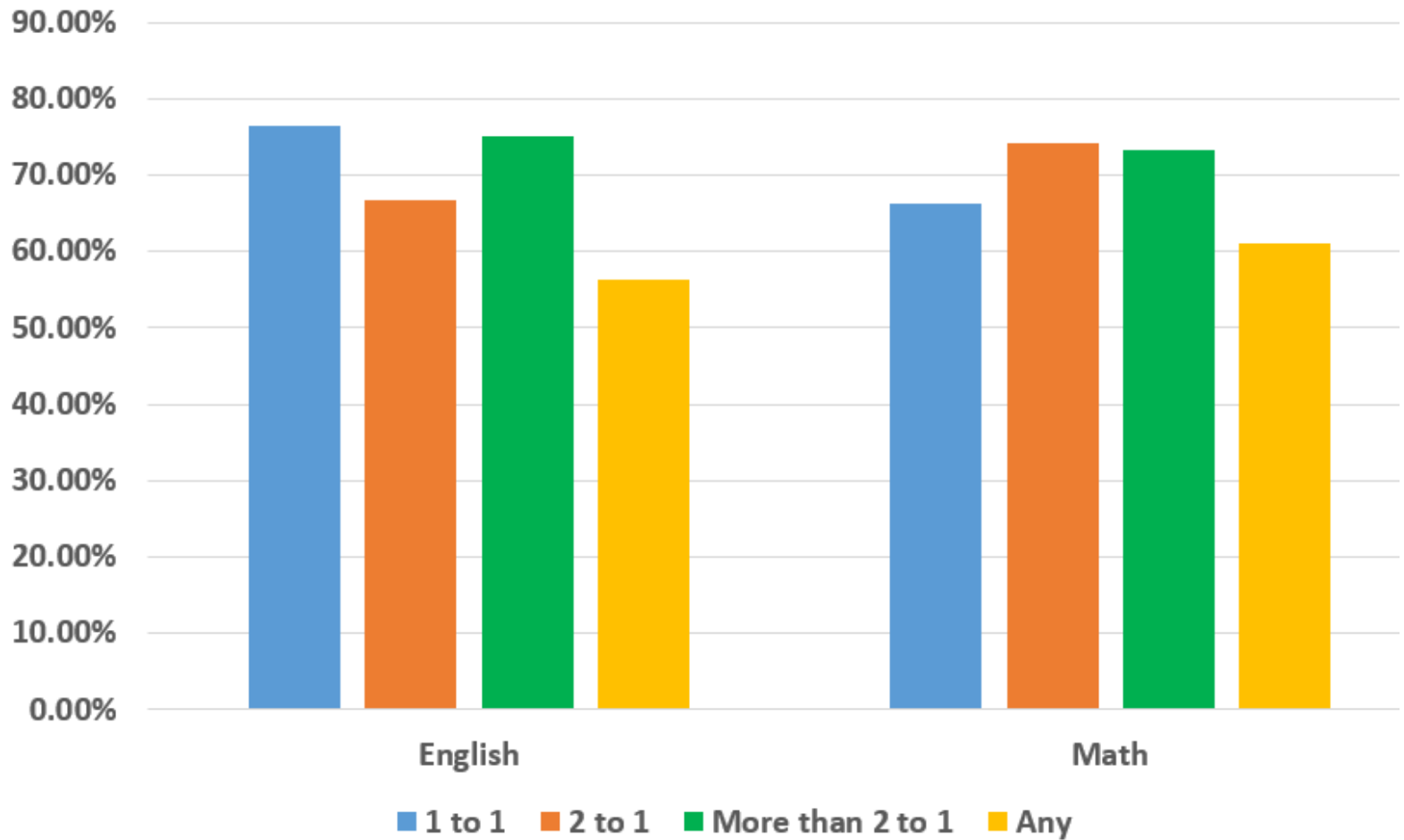
Pass Rate by Cohort vs. Comingled Collegiate Sections



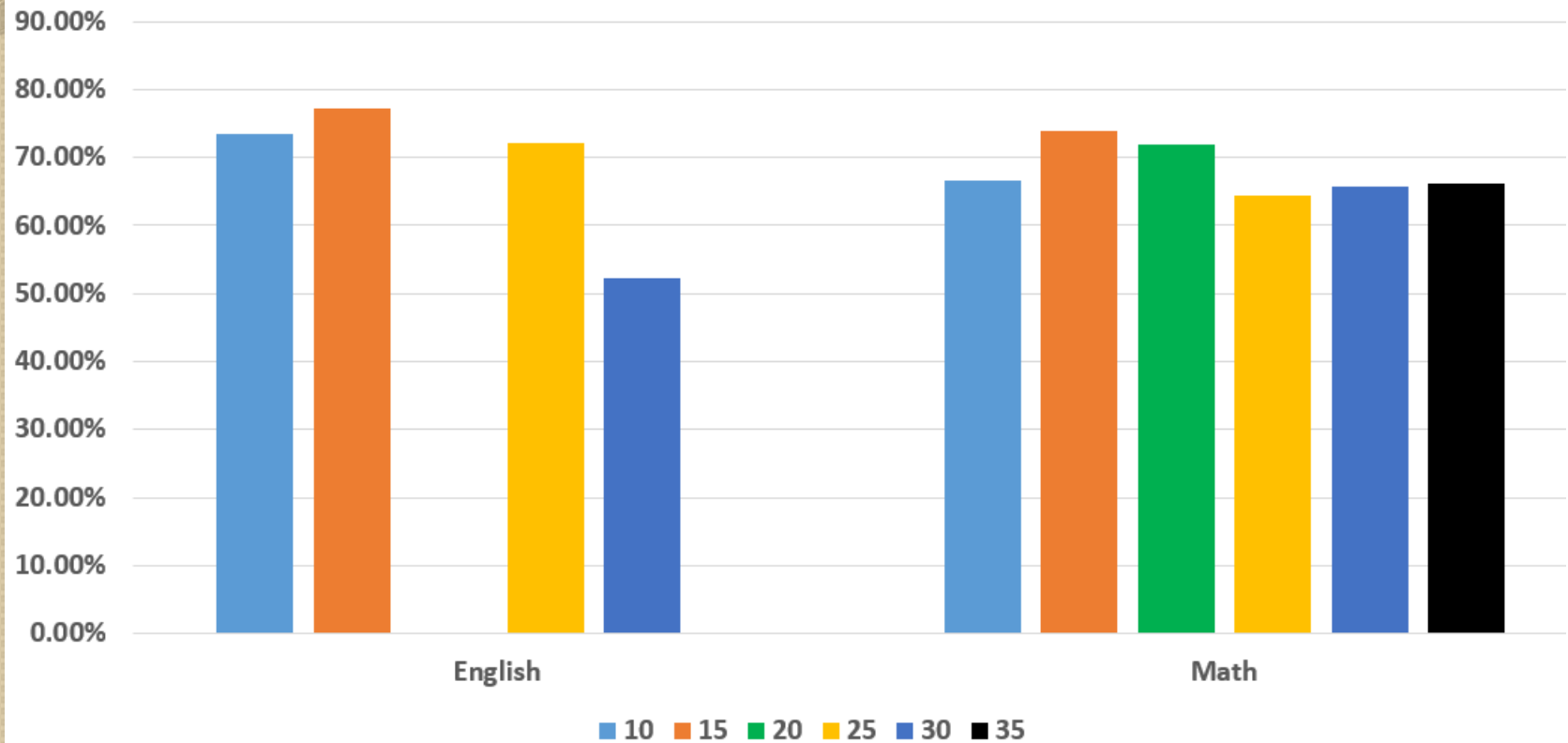
Pass Rate by Always Same vs. Not Always Same Instructor



Pass Rate by Alignment



Pass Rate by Maximum Class Size



What Makes a Difference?

- English
 - 3 credit-hour classes
 - Maybe:
 - Collegiate classes with only students with LS requirements
 - Having the same instructor for corequisite and collegiate sections
 - Careful alignment of corequisite and collegiate sections
 - Corequisite class size < 30
- Mathematics
 - Maybe:
 - Careful alignment of corequisite and collegiate sections

Where Are We Going?

- Review factors that may make a difference at your institution.
- Develop strategies for enabling success for the least prepared students in the corequisite context.
- Strengthen alignment between timing and content for collegiate and corequisite sections.
- If your institution is a prototype institution for MATH 1401 in Area A2, consider these factors in developing Corequisite Learning Support for MATH 1401.



**Thank you all
for a job well
done!!!!!!**