COREQUISITE COURSES IN LEARNING COMMUNITIES

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USG COREQUISITE ACADEMY
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OVERVIEW

• Context
  – Overview of GGC student population
• Learning Communities at GGC
  – Shift to Momentum LCs
• Inclusion of Corequisite courses in LCs
• Implications and next steps
Georgia Gwinnett College

- Located in the Metropolitan Atlanta area.
- The newest member college of the University System of Georgia.

- Opened doors in 2006 with an access mission.
- Has grown from 118 students in its first class to over 12,000 students.
- Offers 20 undergraduate programs of study with over 60 areas of concentration.

Ranked as the most ethnically diverse Southern regional college by the US News & World Report magazine's college and university rankings for 8 years in a row.
• Fall 2019 Enrollment: 12,834
• Fall 2021 Enrollment: 10,949

• 32% Black/African-American
• 26% White
• 26% Hispanic
• 12% Asian
• 4% Multi-ethnic
• 63% full-time students; 37% part-time
• 59% identified as female; 41% identified as male

• 20% neither parent has formal education beyond high school
• About 40% First-Generation (Neither parent has a bachelor’s degree)
• 35% of first-time, first-year students required to take at least one developmental course
• 62% of incoming Pell eligible
• 32% work 20+ hours a week off-campus
Momentum Learning Communities

- Goals to increase students’ growth mindset, purposeful choice, and sense of belonging
- Tightly integrated Learning Communities, most consisting of 3 courses
- Primarily enrolling first-year students at registration during Grizzly Orientation
- About 10 Momentum LCs offered year 1 (Fall 2021)
- Approx. 40 planned to be offered year 2 (Fall 2022)
- HACER Living-Learning Community
- Further understanding of Momentum LCs developed at SPARC: Summer Preparatory Academic Resource Camps in June and July
- Faculty training and planning support: SES and CTE collaborative efforts
Corequisite English and Math in Momentum Learning Communities

Layering of HIPs:

- Learning Communities with integrative learning
- First-year seminar
- Corequisite just-in-time support (HIP element: frequent, timely, constructive feedback)

Natural fit:
Corequisite linked courses with highly integrative Learning Communities based on linked courses
Corequisite English and Math in Momentum Learning Communities

Fall 2021 initial pilot:
- Momentum LCs (10) included 2 with Corequisite (one ENGL, one with both ENGL and MATH)
- Both of these Coreq Momentum LCs included a First-year seminar (GGC 1000).
- Students enrolled in the Momentum LCs completed more credit hours in FA21 than the general population and registered for more credit hours in the SP22 semester.
- GPA benefits not evident in this relatively small sample.

Fall 2022 year 2:
- Only the highly integrated Momentum LCs will be offered, at a level of about 40 LCs.
- Of these, 15 currently planned as Corequisite Momentum LCs.
- Tighter link with cross-campus programming and planned faculty and staff preparation.
Bright Spots

- Credit hour bump
- Engagement and support from the FYS
- Faculty and staff commitment
- Increased data sharing
- Mindset implications of the Momentum LC approach for Corequisite
- Shift to all-Momentum learning communities for Fall 2022
- Institutional commitment and cross-campus collaboration
Next Steps

Key takeaways:

- Need to better understand the success data for corequisite students in the Momentum LCs.
- Sharing the principles of highly integrative learning through the LCs with all students and across campus is key.
- Implementing teaching and learning practices at scale, informed by data and propelled through conversations with students and across campus to enhance students’ growth mindset and faculty engagement.
- A challenge for all of us: Reflect on each of our institutions’ potential to implement strategies like learning communities and other high-impact practices that can enhance corequisite student success.
- Please share your thoughts and ideas! Thank you, from your colleagues in the work of student success at Georgia Gwinnett College.