


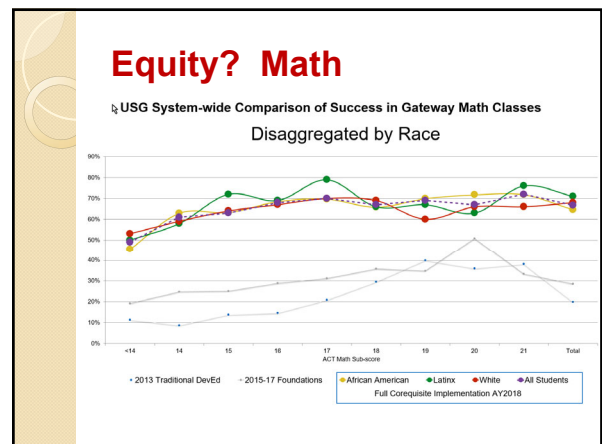
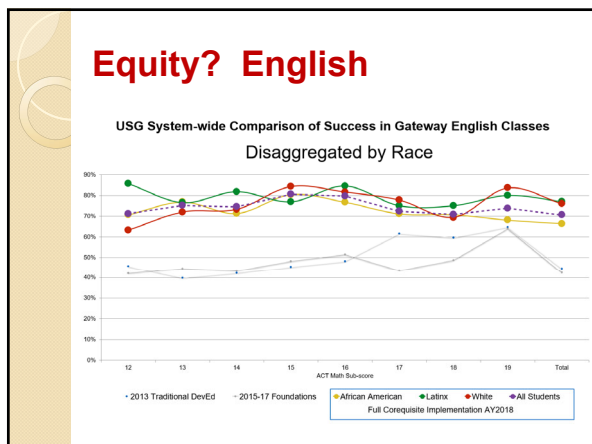
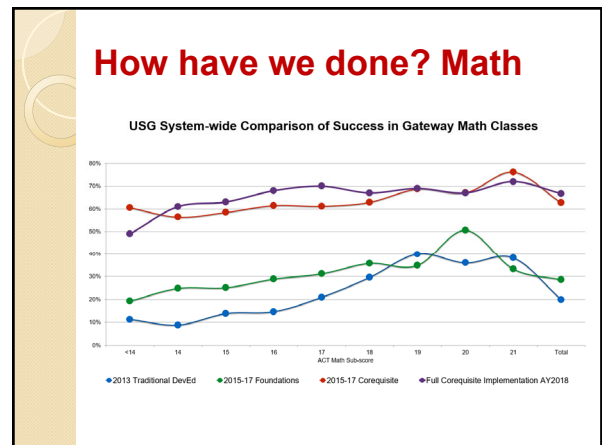
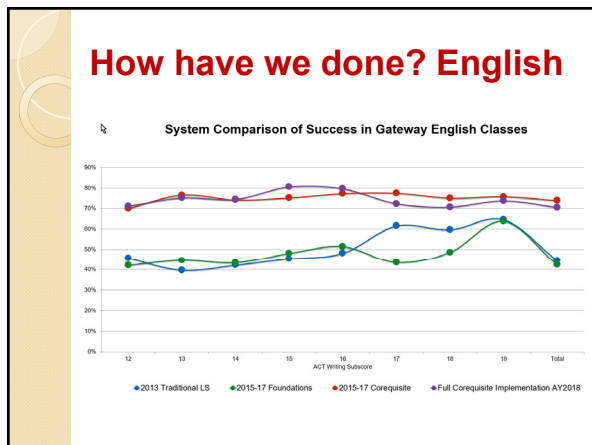
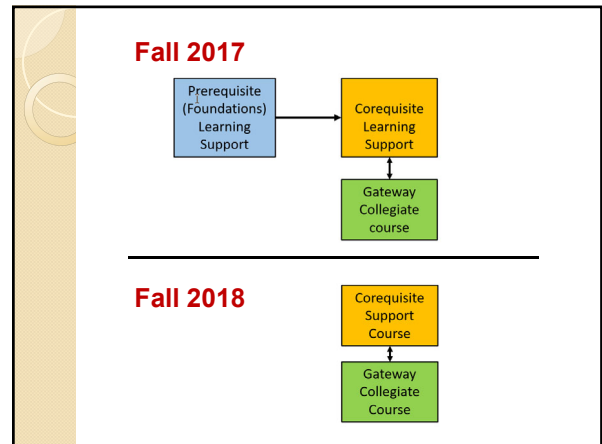
# Wow! Look at Us!

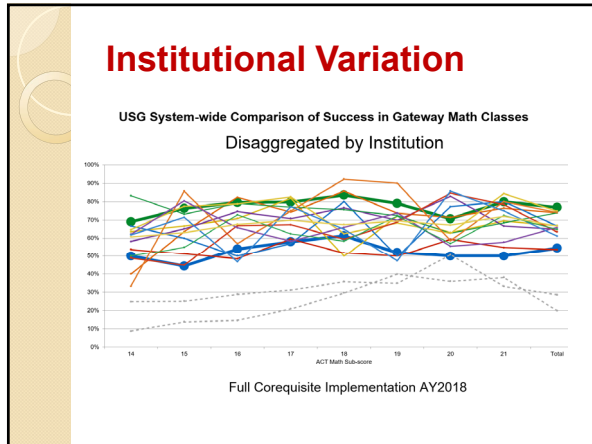
Corequisite Support Virtual Town Hall  
April 21, 2020

**Barbara Brown**  
[Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu)  
404-962-3107

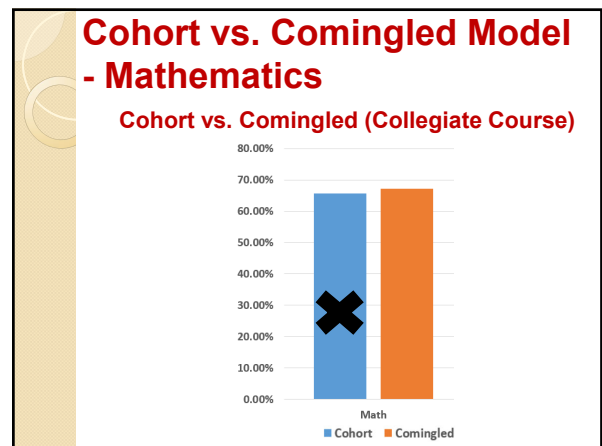
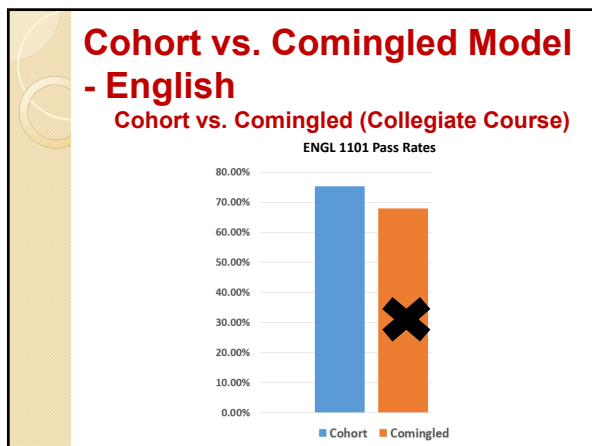
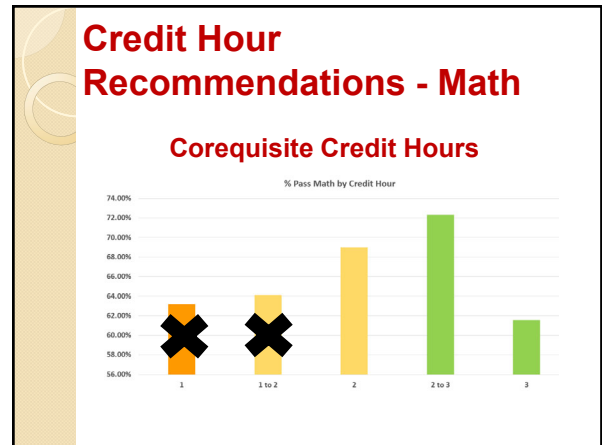
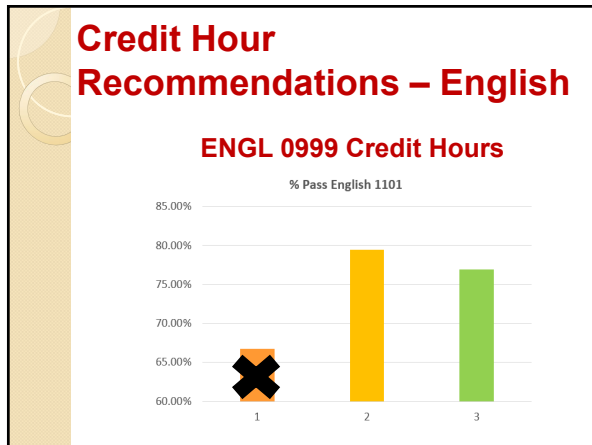


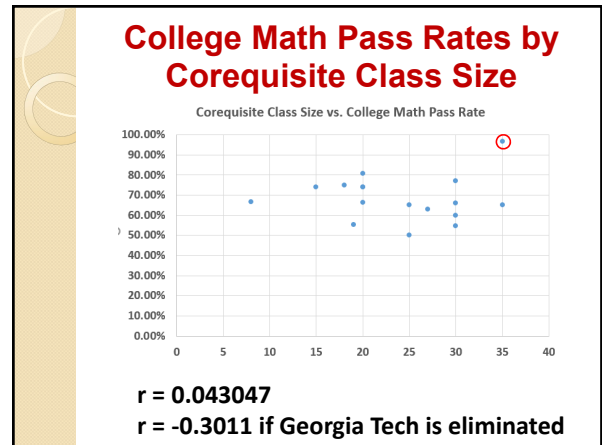
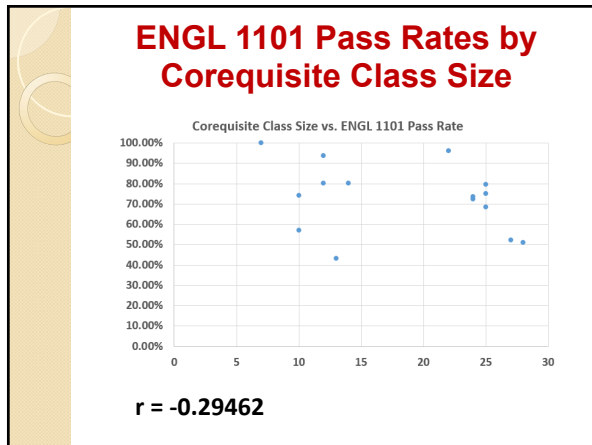
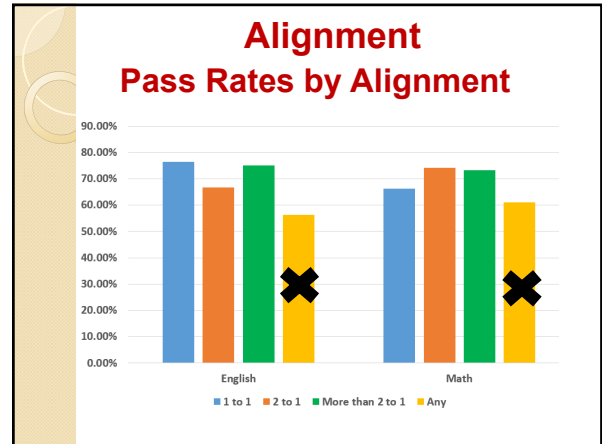
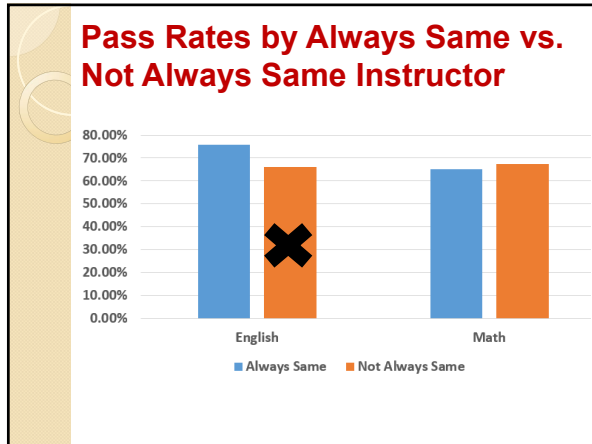
**UNIVERSITY SYSTEM OF GEORGIA**  
Academic Affairs





- ### 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?
  - Class sizes (corequisite sections)?





### Summary

- The move to fully corequisite Learning 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.

### Summary

- Completion of these entry-level courses is a “leading indicator” for successful degree completion.
- Students who complete basic math and English requirements in the first year are much more likely to complete degrees than those who don’t.