Wow! Look at Us!
Corequisite Support Virtual Town Hall
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How have we done? English

How have we done? Math

Equity? English

Equity? Math
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?
- Class sizes (corequisite sections)?

Credit Hour Recommendations – English

ENGL 0999 Credit Hours

% Pass English 1101

Credit Hour Recommendations - Math

Corequisite Credit Hours

% Pass Math by Credit Hour

Cohort vs. Comingled Model - English

Cohort vs. Comingled (Collegiate Course)

ENGL 1101 Pass Rates

Cohort vs. Comingled Model - Mathematics

Cohort vs. Comingled (Collegiate Course)
Pass Rates by Always Same vs. Not Always Same Instructor

Alignment Pass Rates by Alignment

ENGL 1101 Pass Rates by Corequisite Class Size

College Math Pass Rates by Corequisite Class Size

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.