

How Has COVID-19 Changed Corequisite Support?

February 12, 2021
Georgia Organization for
Student Success

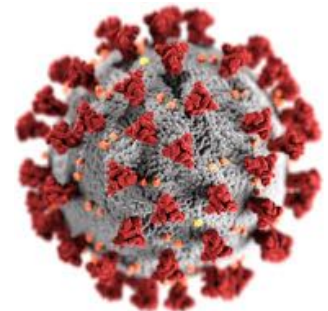
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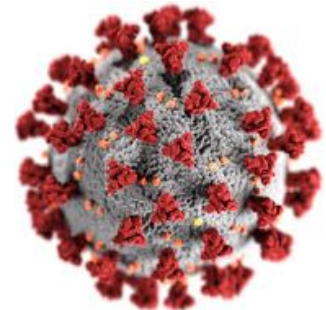
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System Office, University System of Georgia



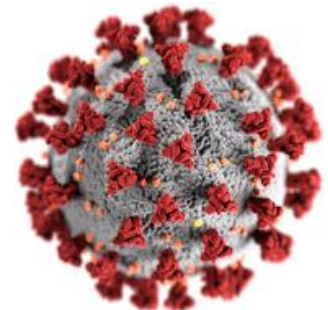
Defining Success

- Retention Rates
- Enrollment in corequisite support courses (Equity)
- Success in passing entry-level collegiate courses that have corequisite support
 - ENGL 1101
 - MATH 1001
 - MATH 1101
 - MATH 1111

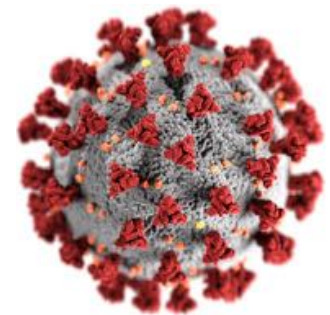
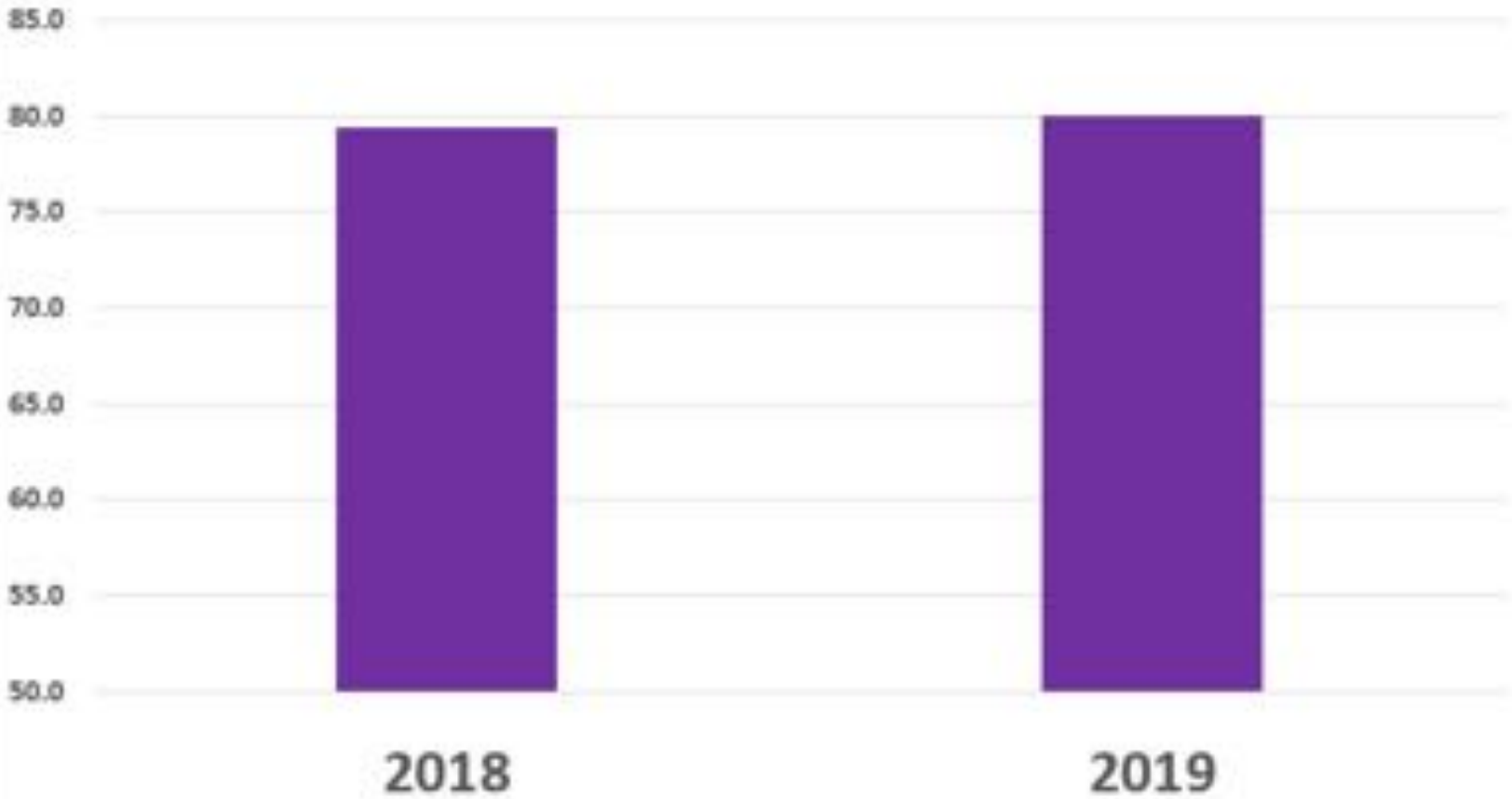


One-Year Retention Rates

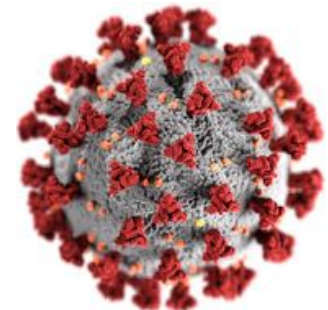
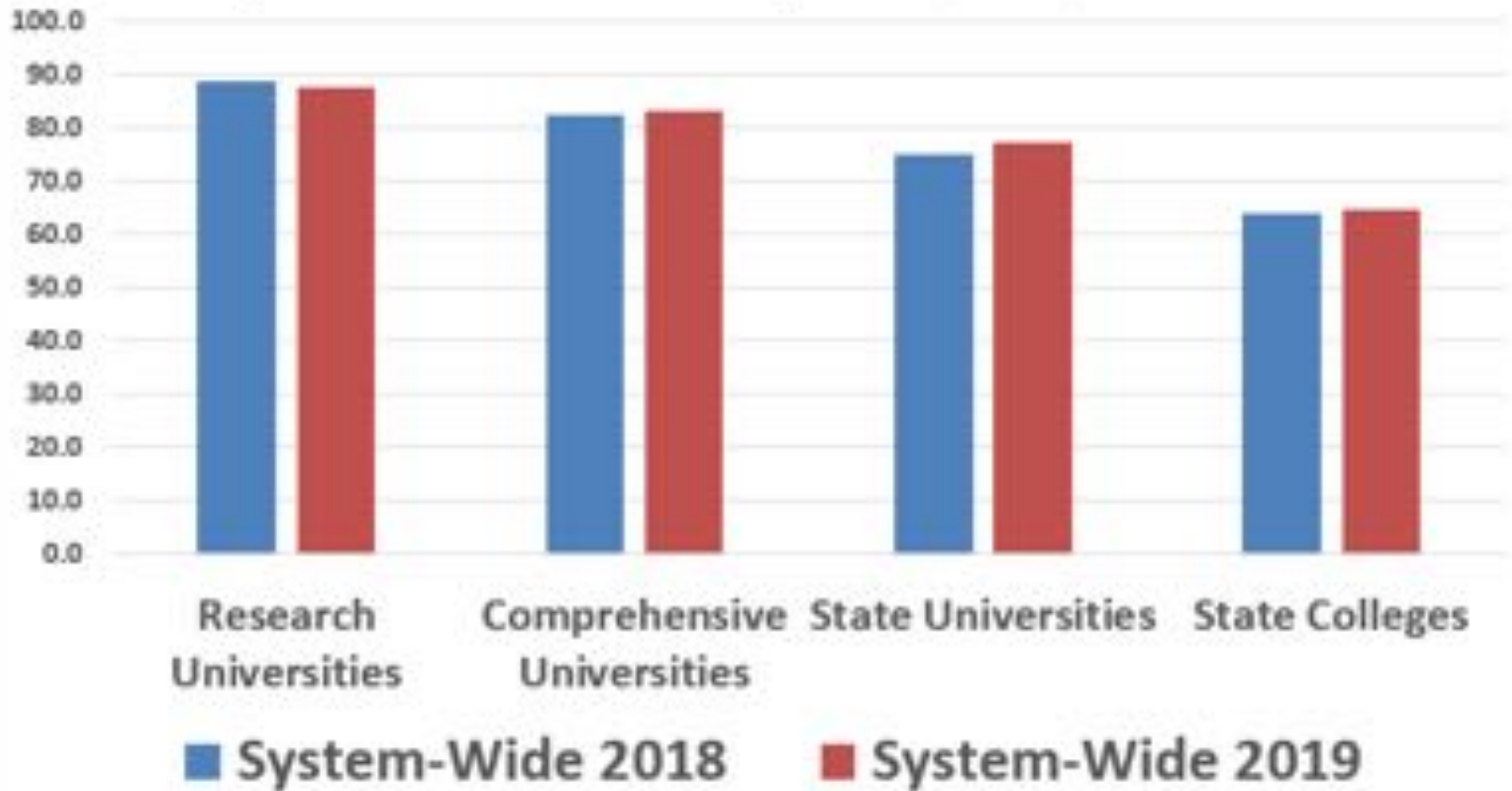
- Fall to Fall retention rates for cohorts starting in fall 2018 and fall 2019



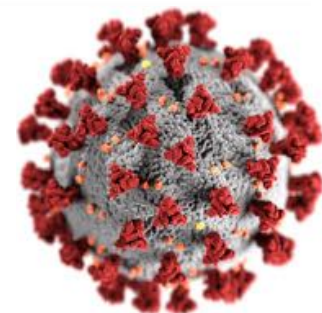
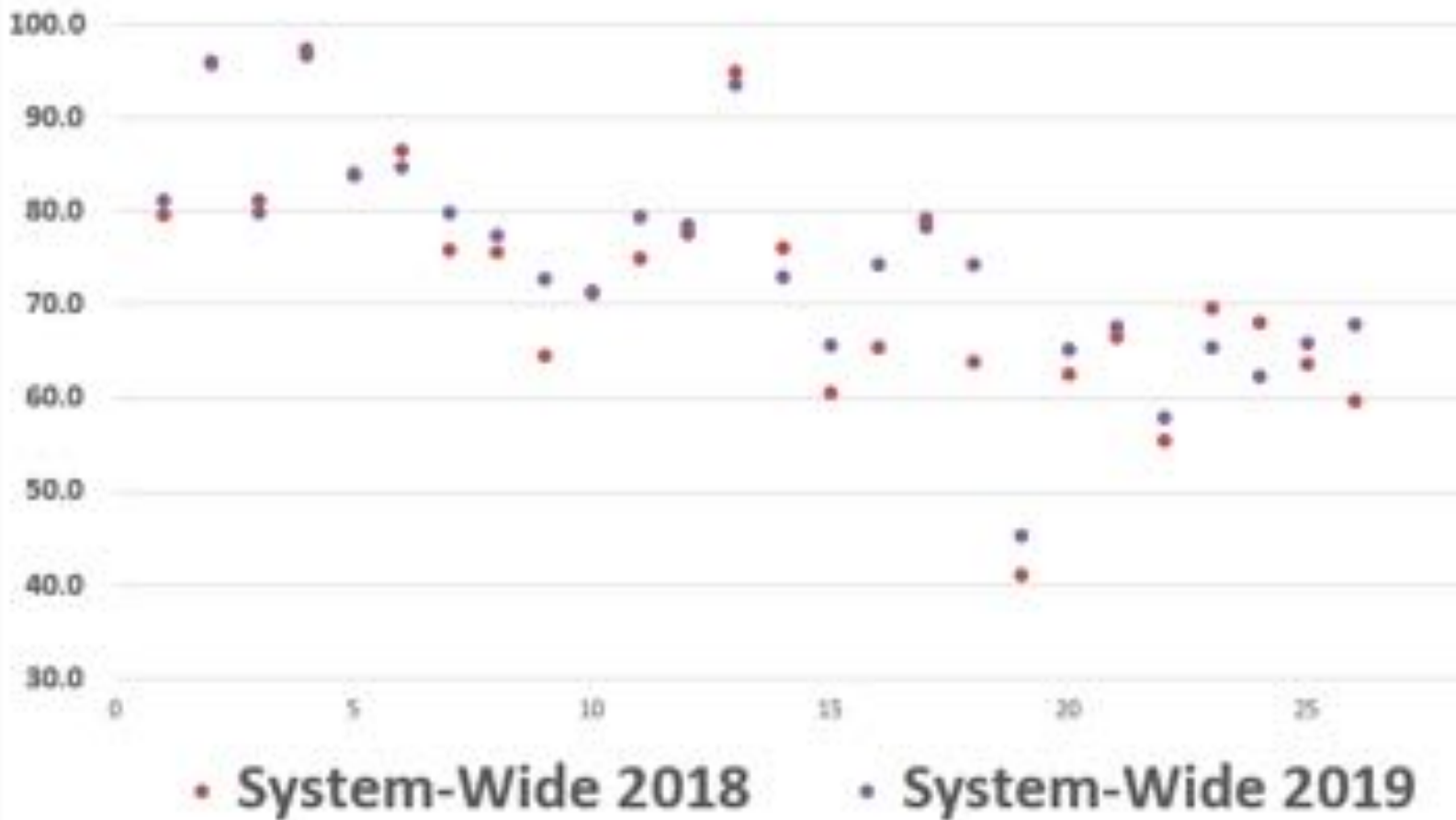
Overall Retention, System-wide, 2018, 2019 Cohorts



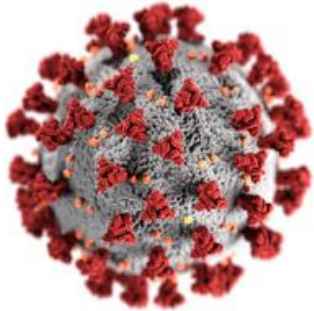
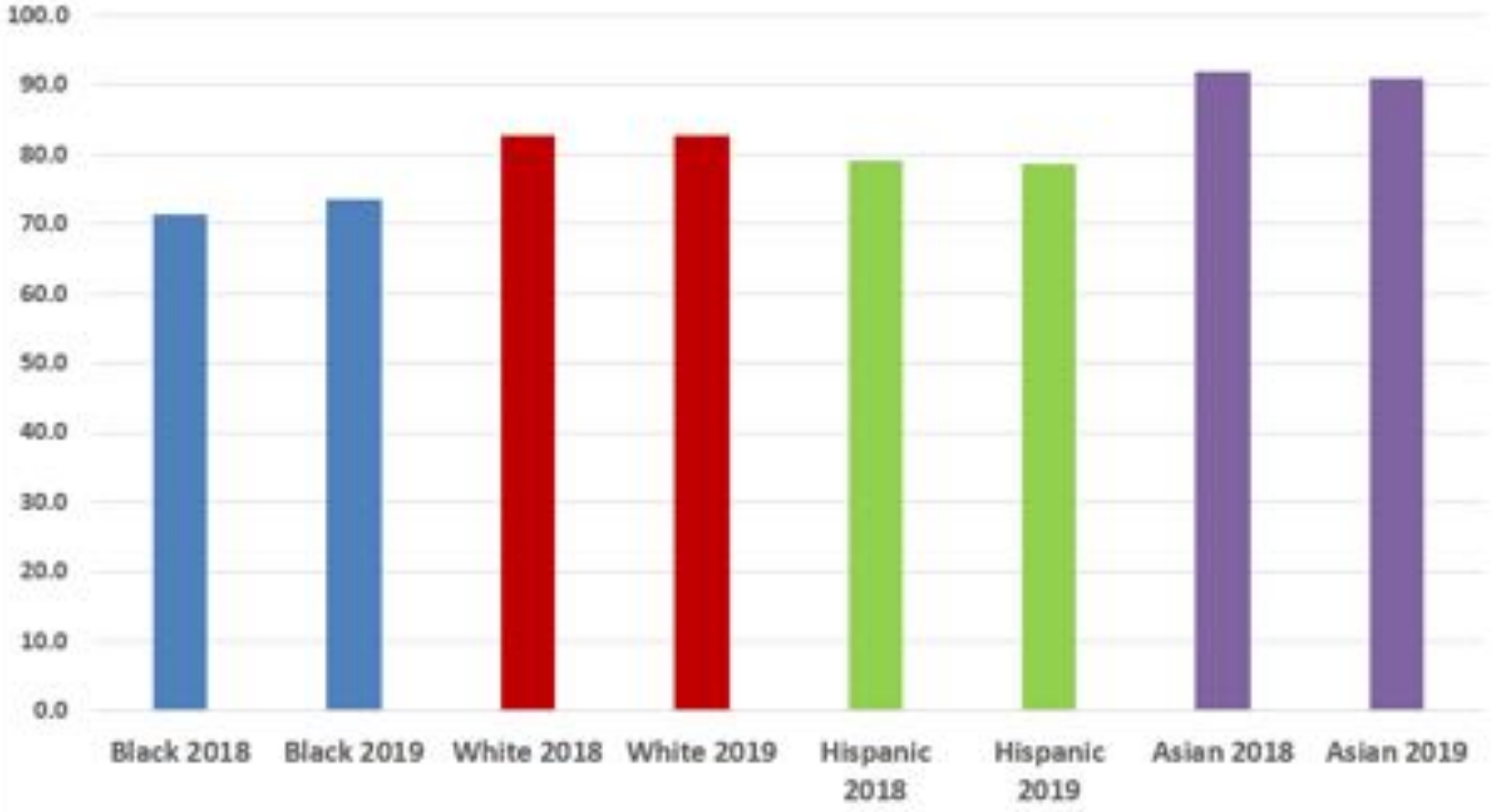
System-wide Retention by Sector, 2018, 2019 Cohorts



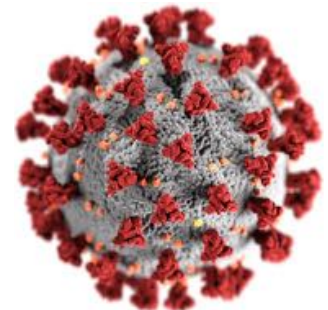
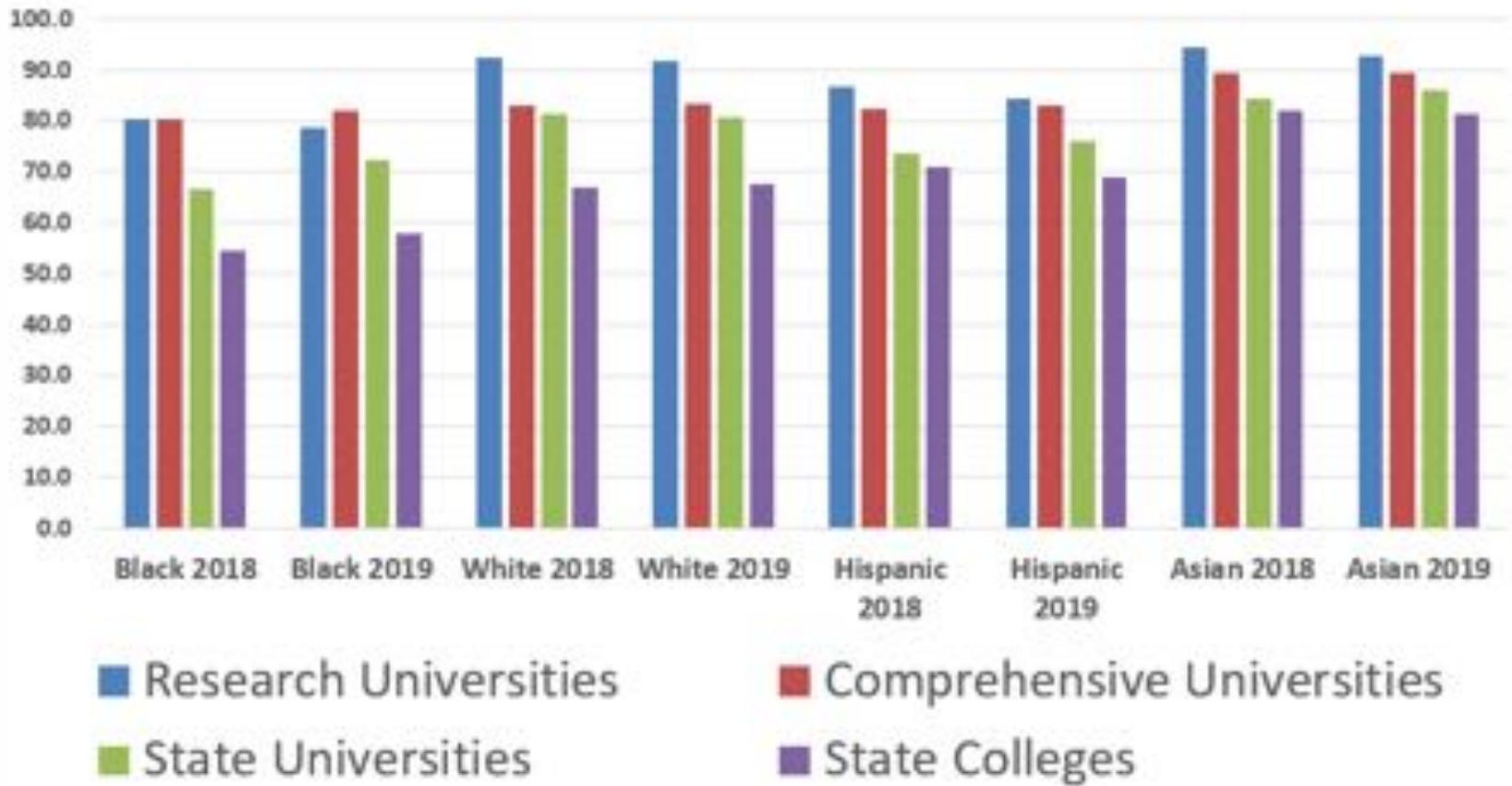
Overall Retention by Institution, 2018, 2019 Cohorts



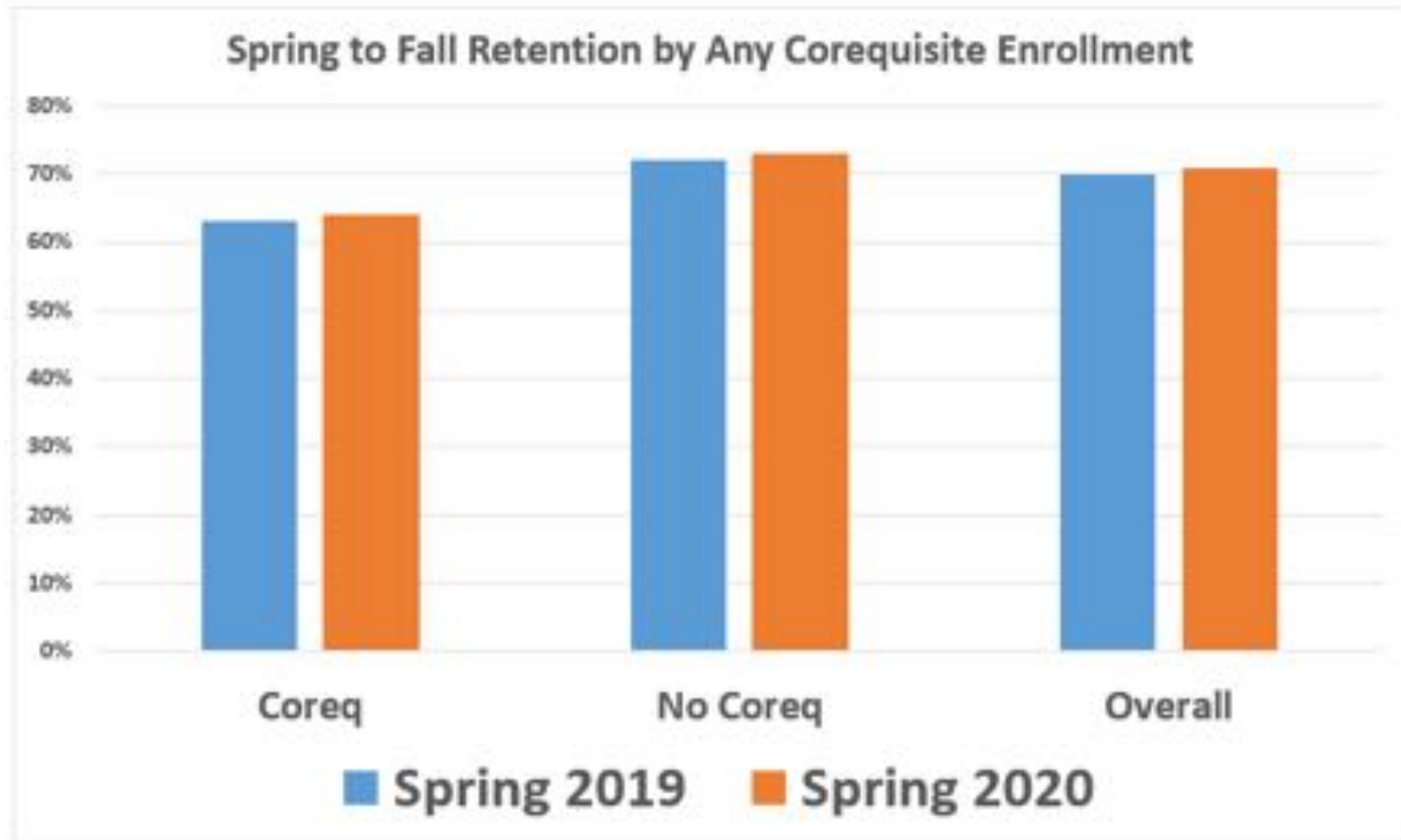
System-Wide Retention by Race, 2018, 2019 Cohorts



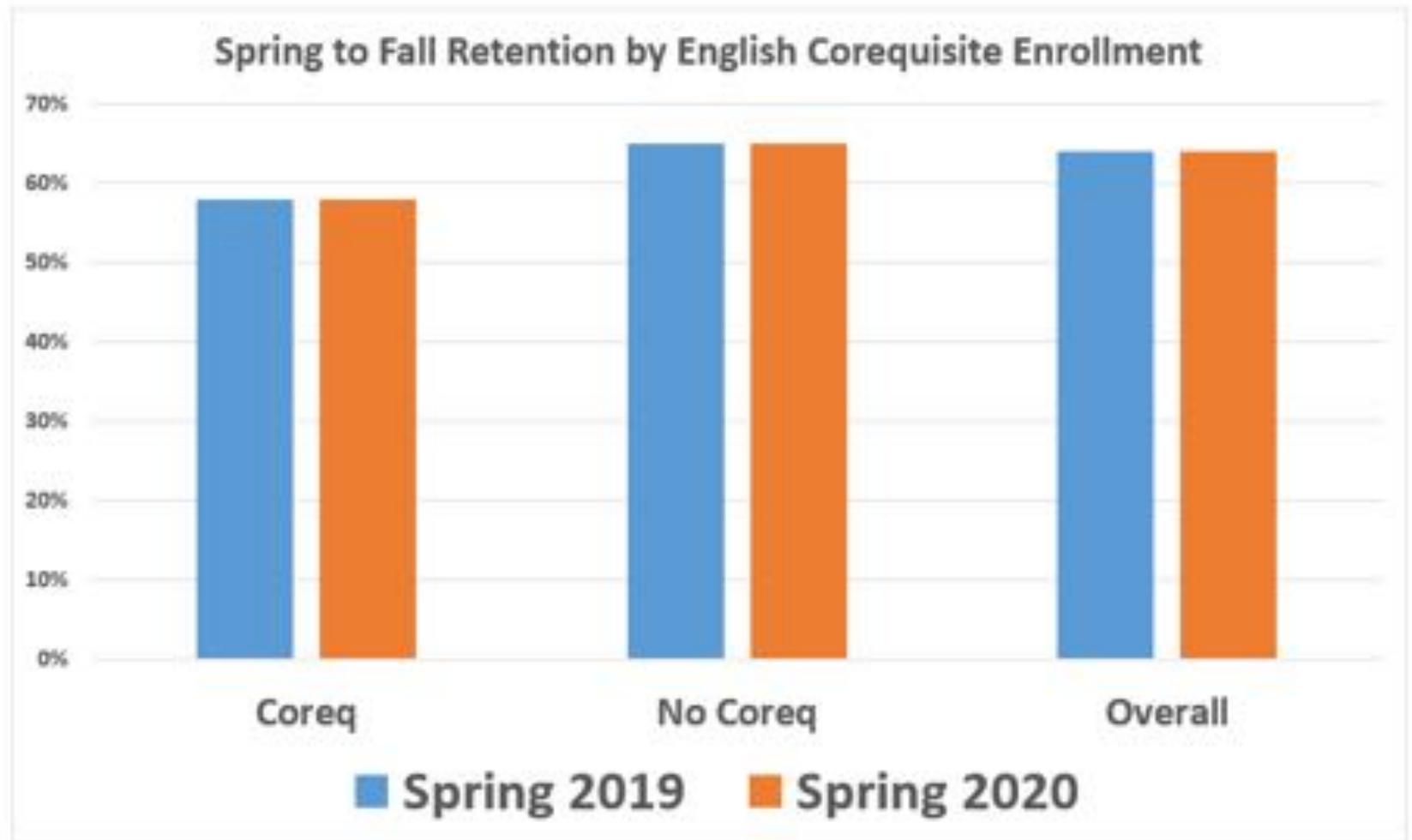
System-Wide Retention by Sector and Race, 2018, 2019 Cohorts



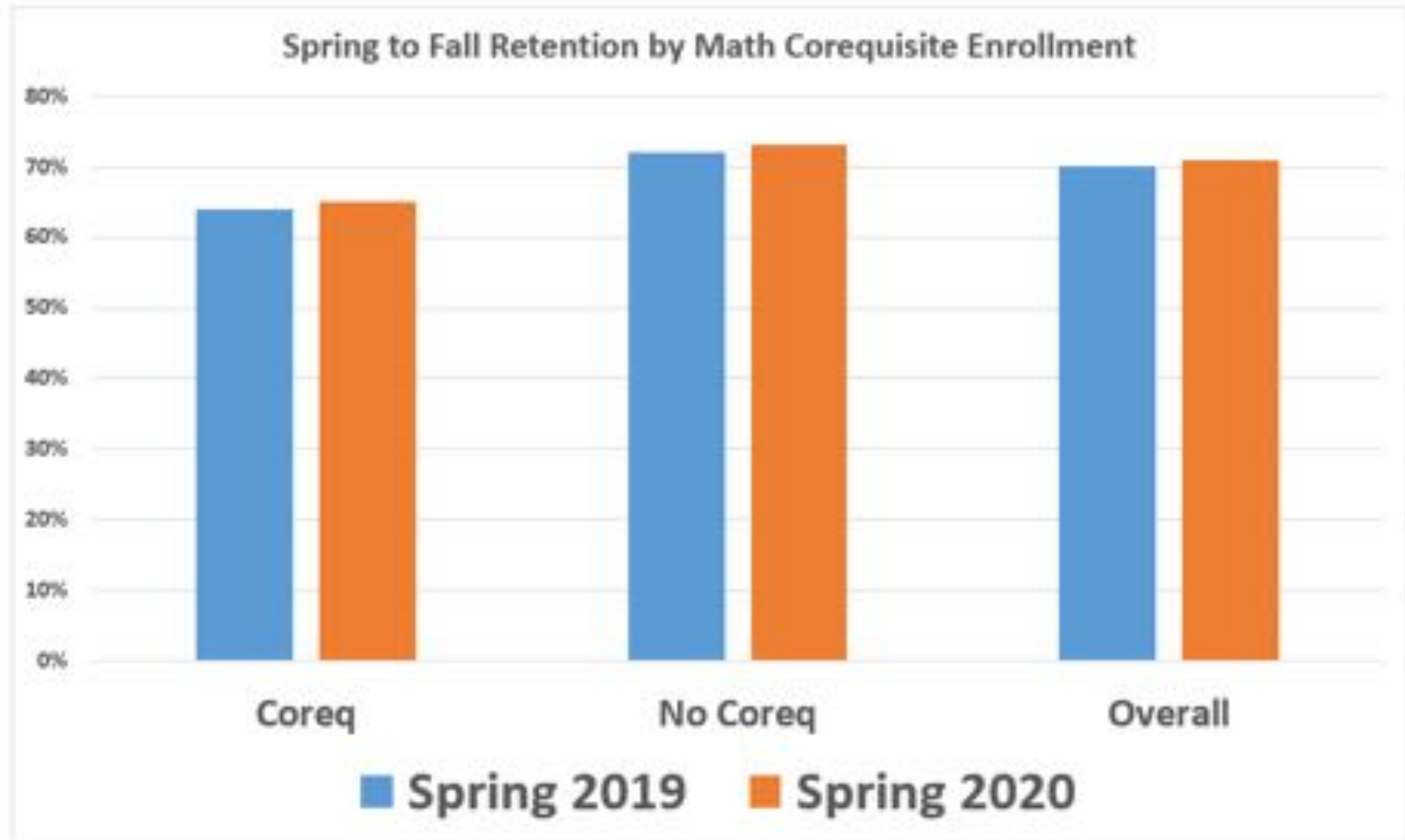
Retention Among Students Taking ENGL 1101, MATH 1001, MATH 1101, or MATH 1111



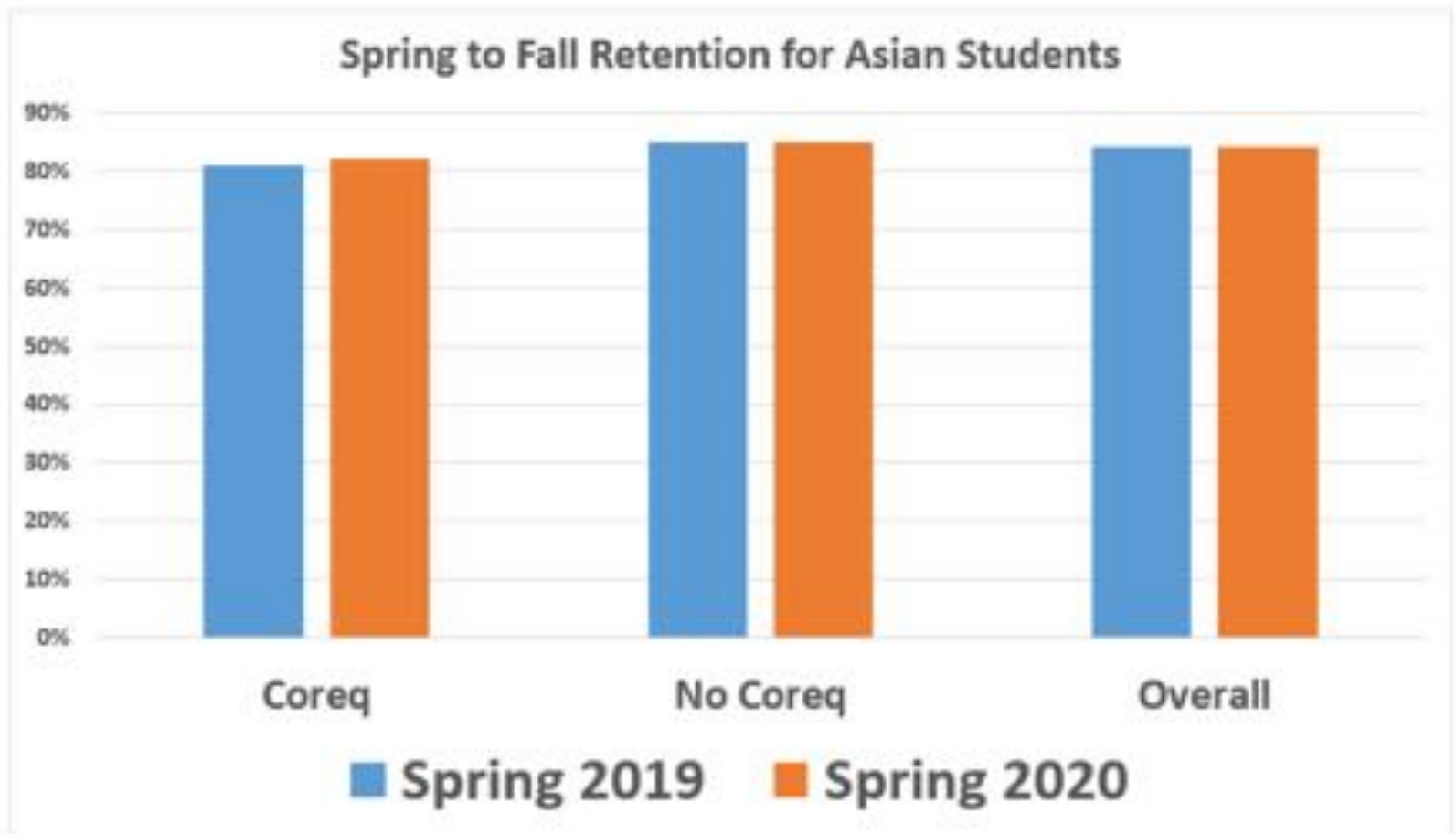
Retention Among Students Taking Corequisite English



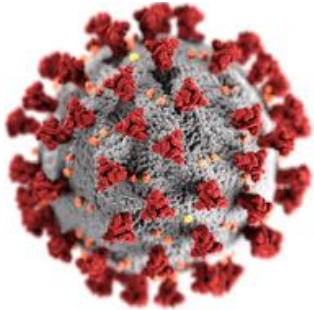
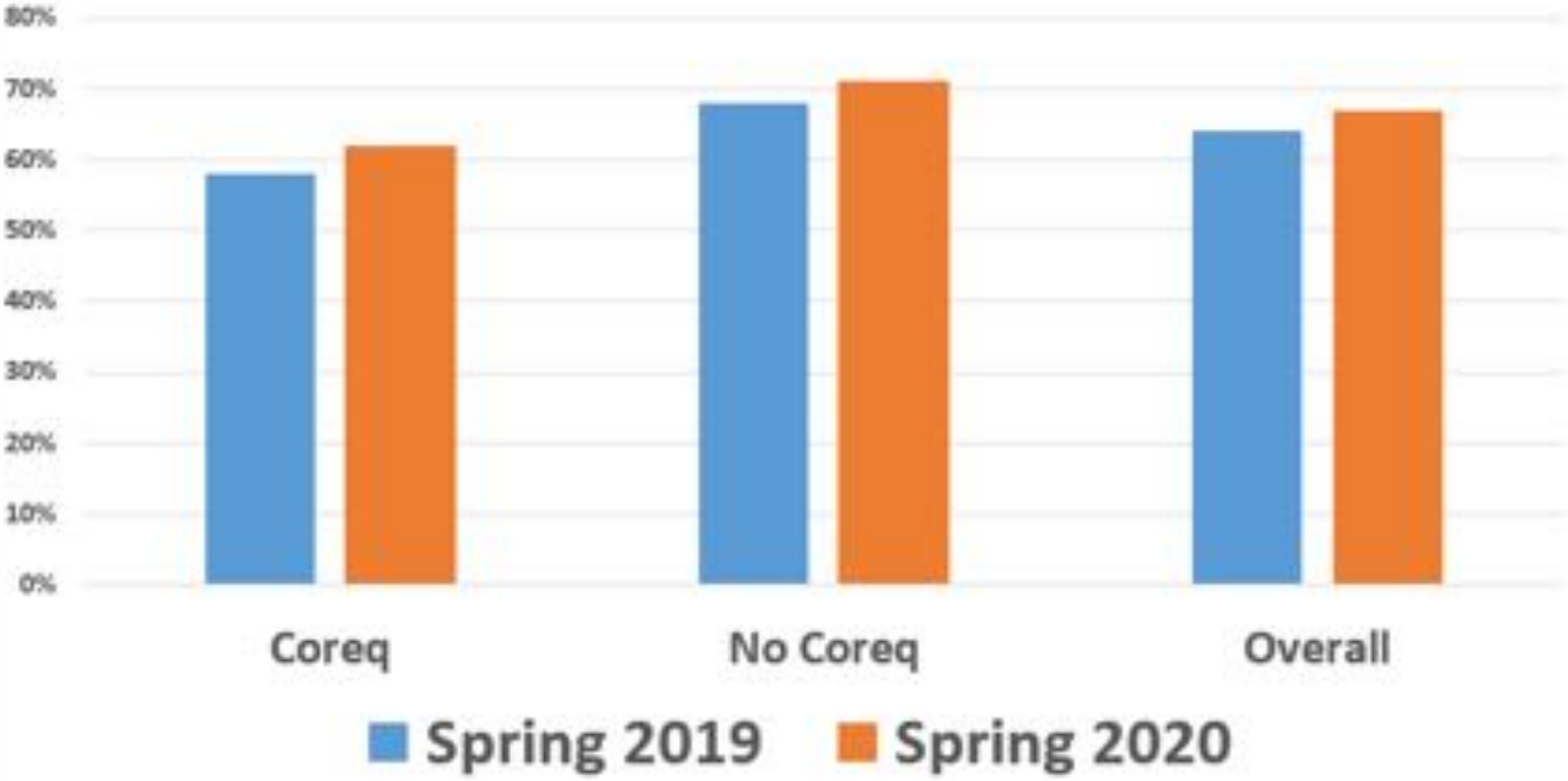
Retention Among Students Taking Corequisite Math



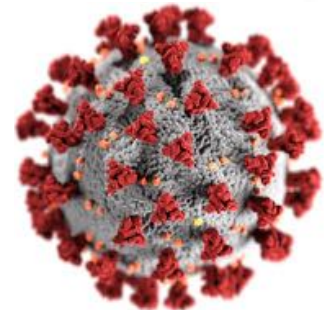
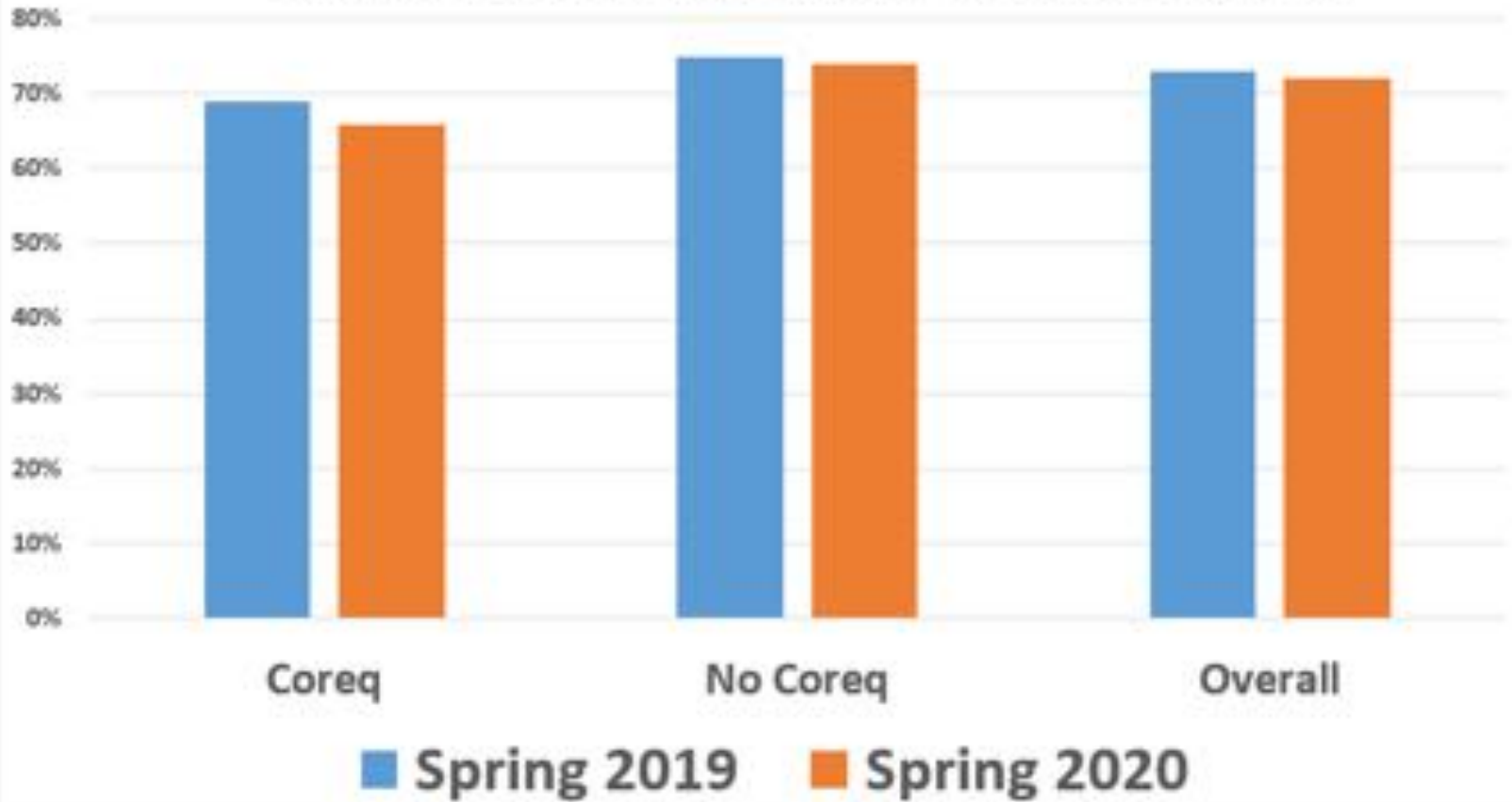
Retention Among Students By Demographic Groups and Corequisite Enrollment



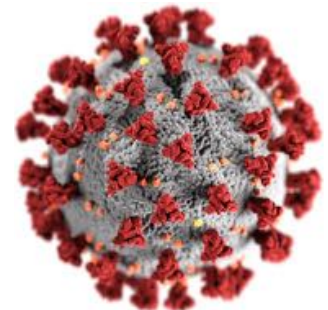
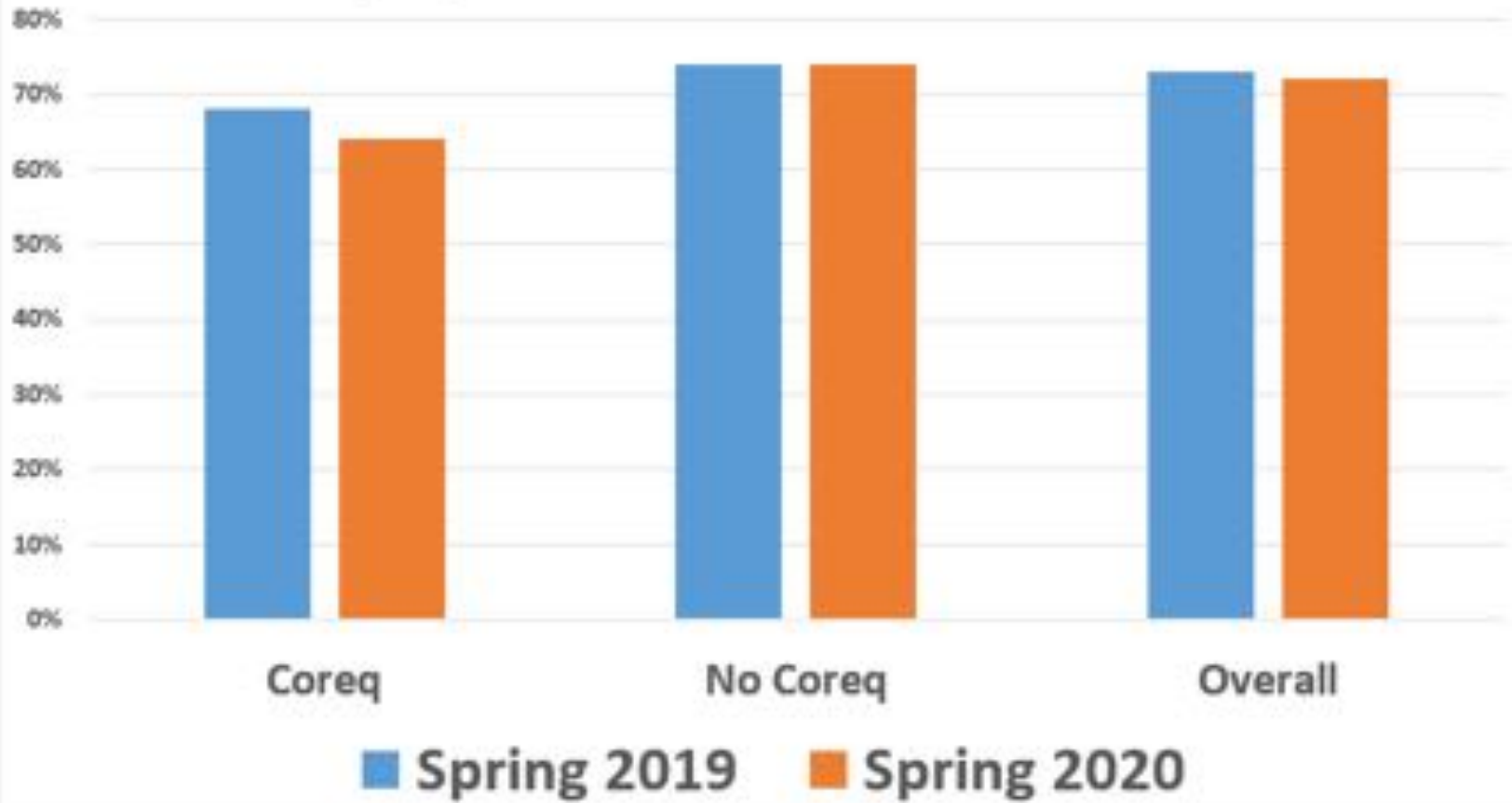
Spring to Fall Retention for Black or African American Students



Spring to Fall Retention for Hispanic or Latino Students



Spring to Fall Retention for White Students

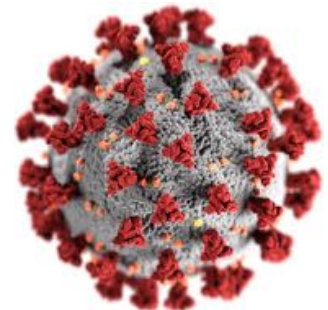


Comparing Apples to Apples: Spring 2019 to Spring 2020 Summer 2019 to Summer 2020

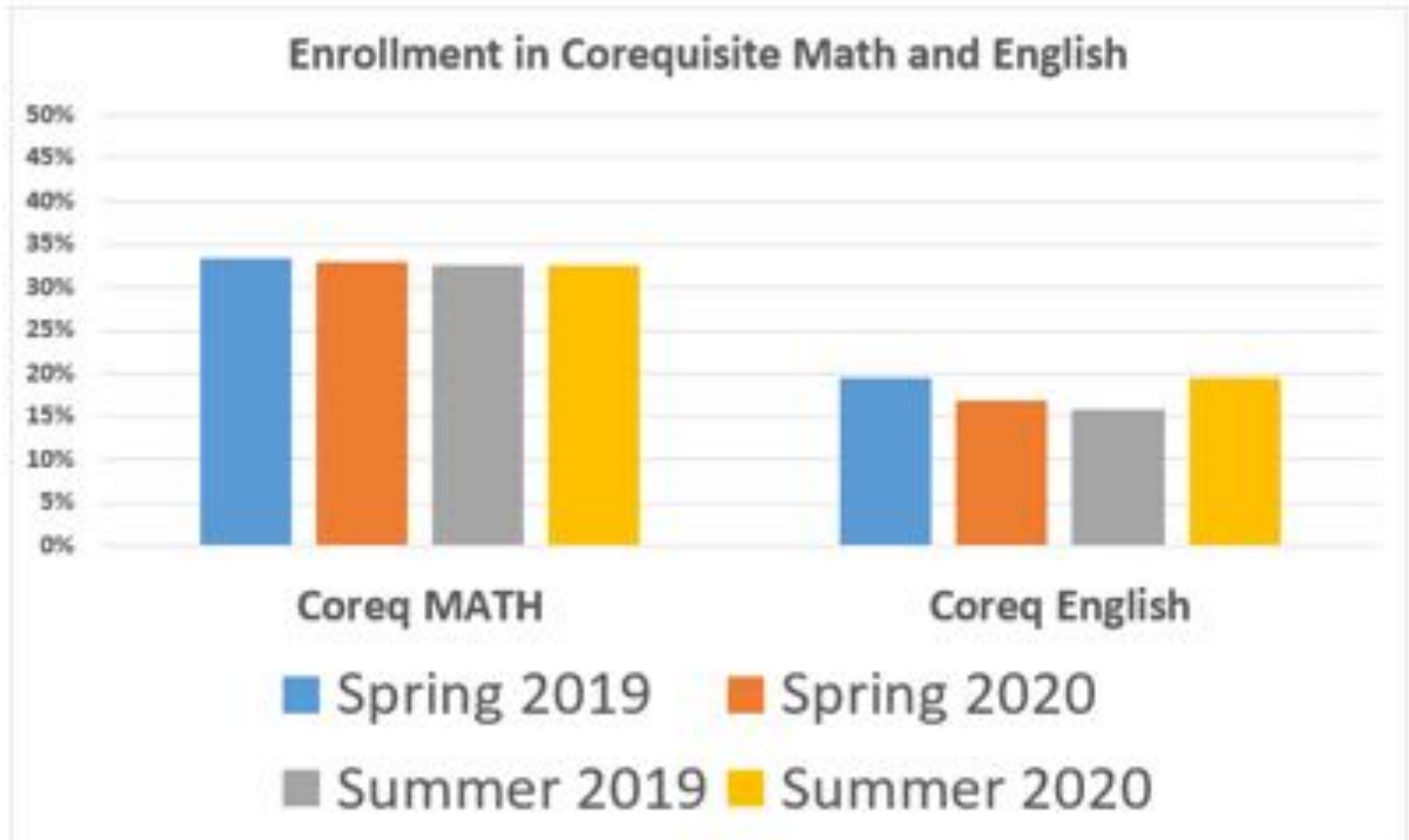
Spring 2019 Summer 2019



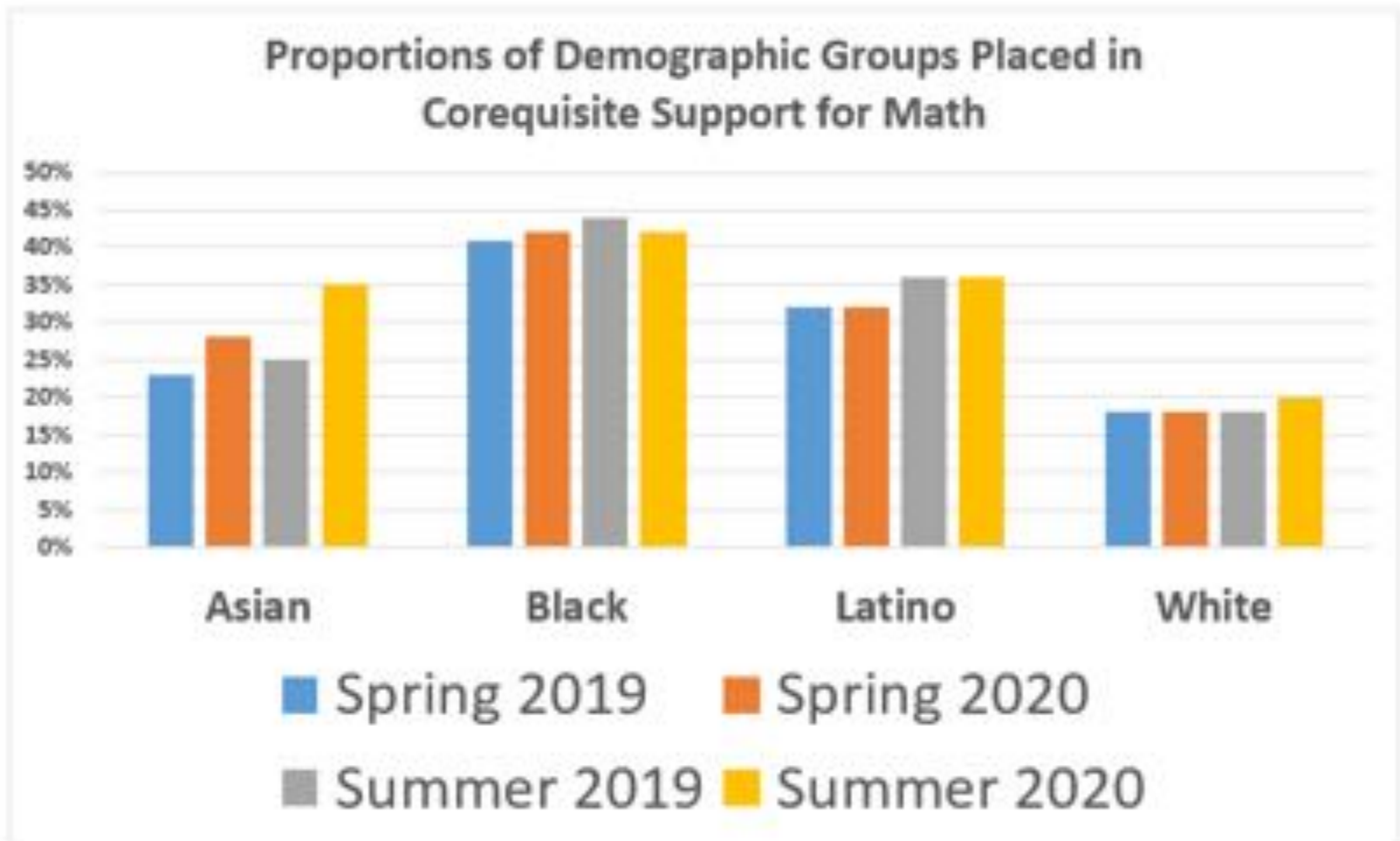
Spring 2020 Summer 2020



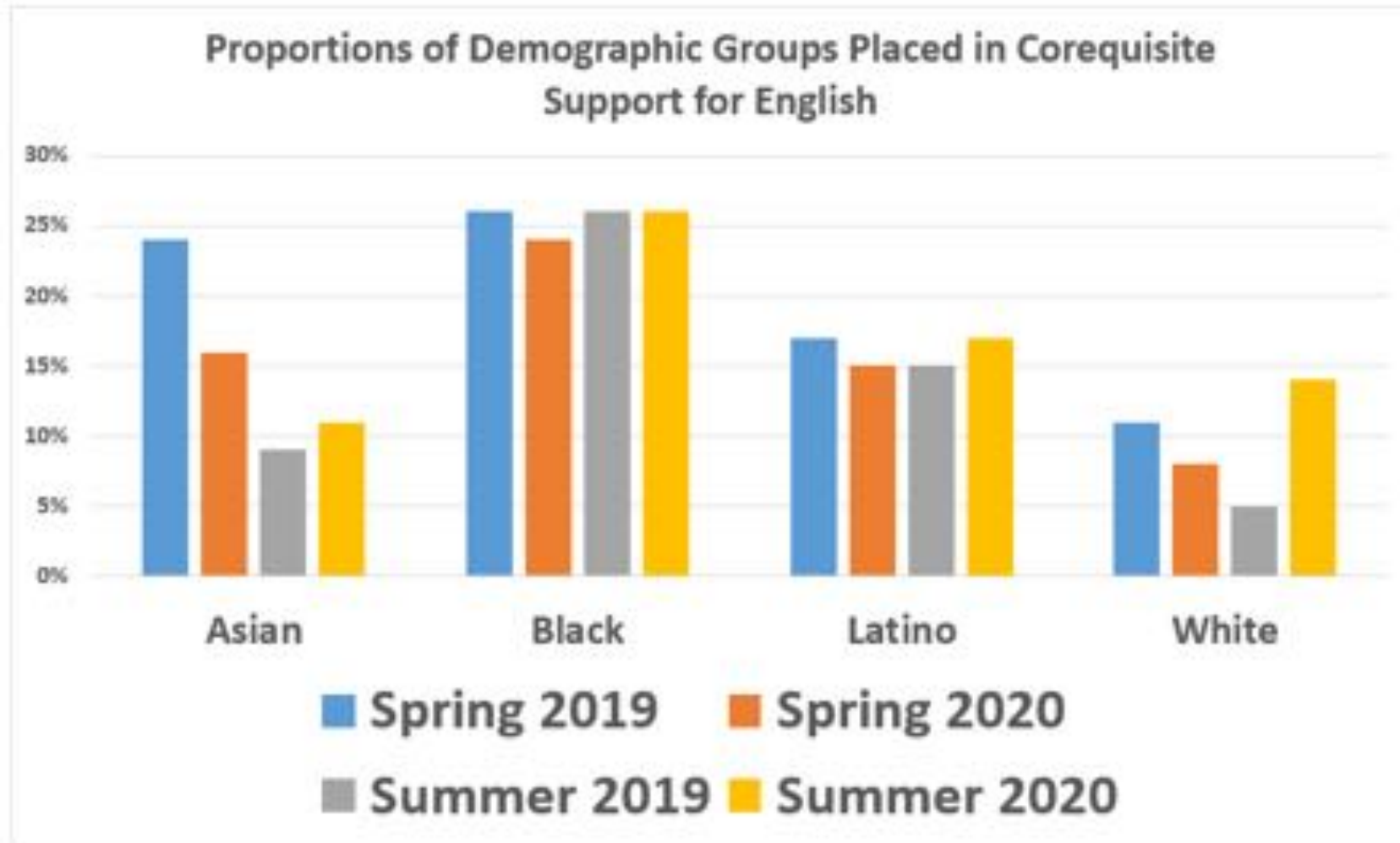
Enrollment in Corequisite Support



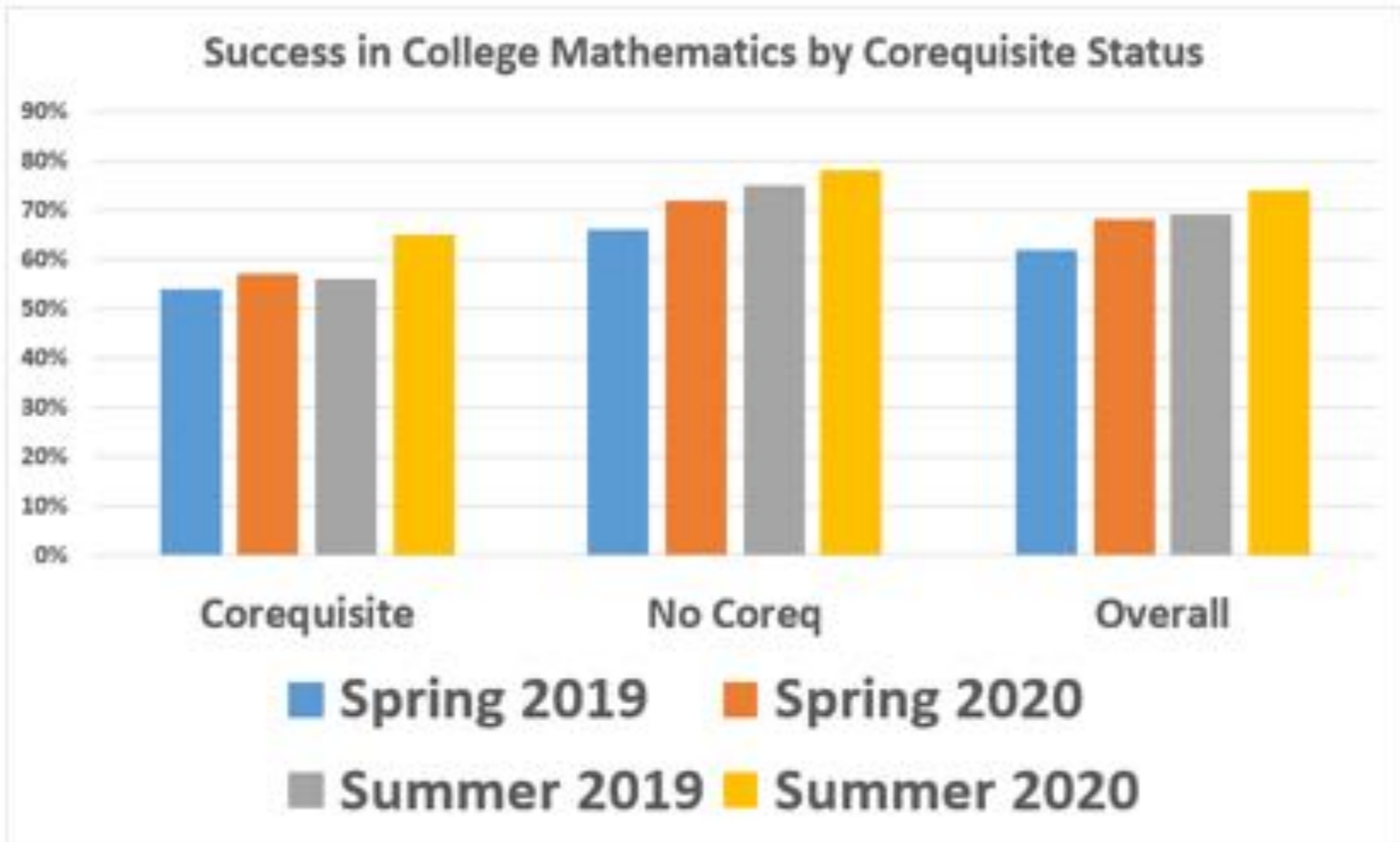
Enrollment in Corequisite Support in Math by Demographic Groups



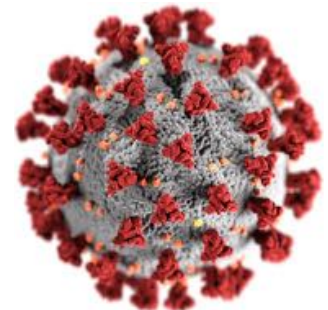
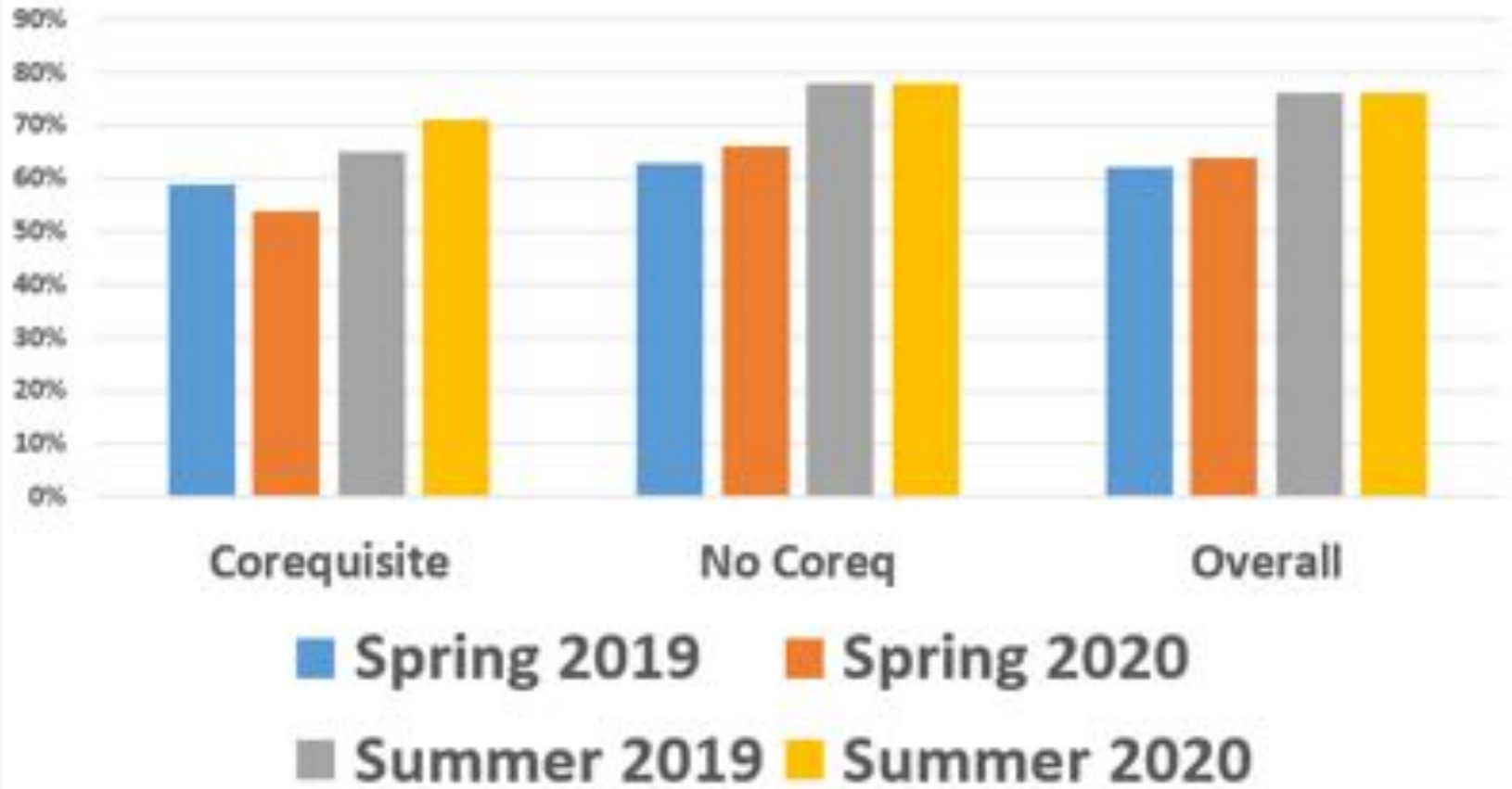
Enrollment in Corequisite Support in English by Demographic Groups



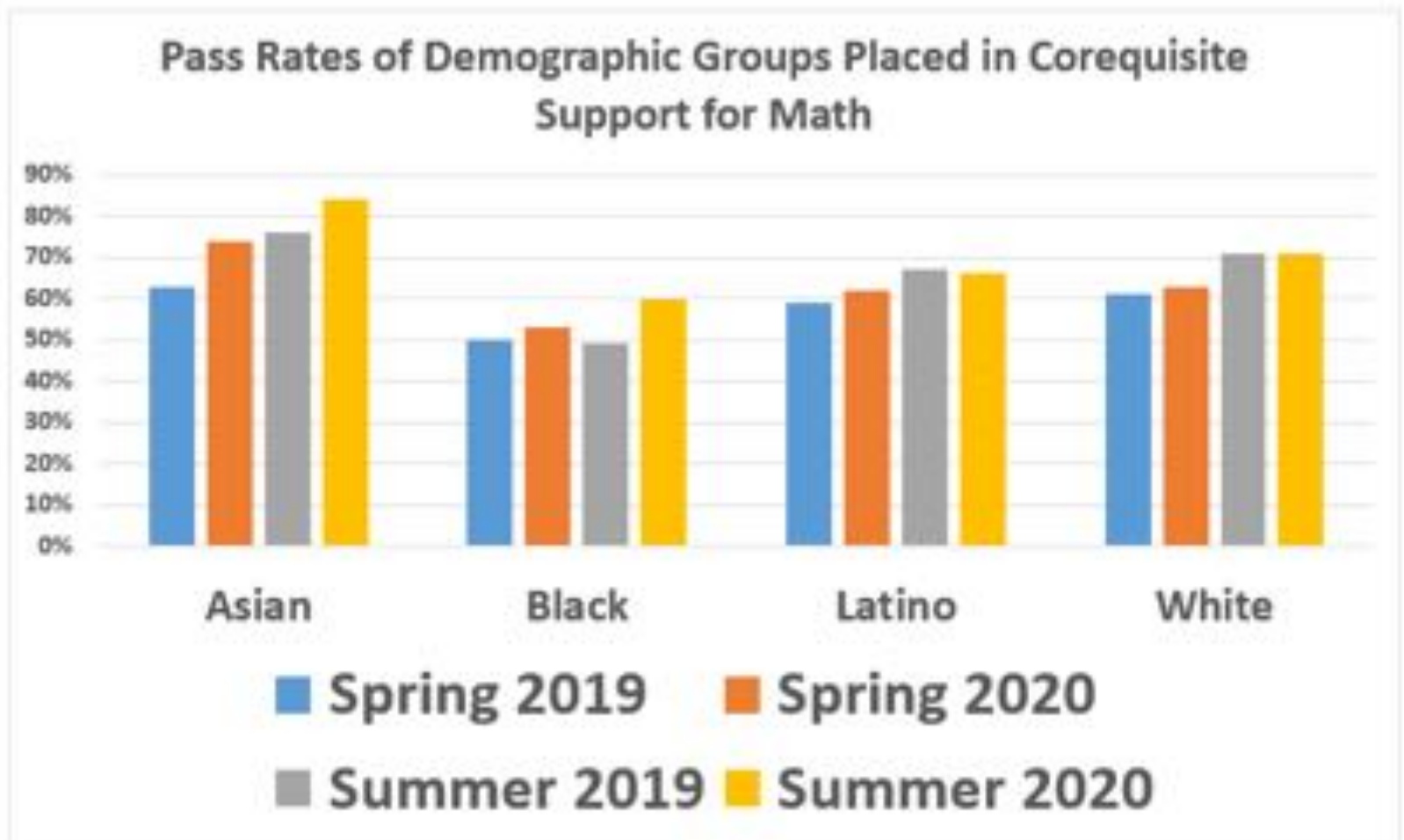
Success in Collegiate Courses



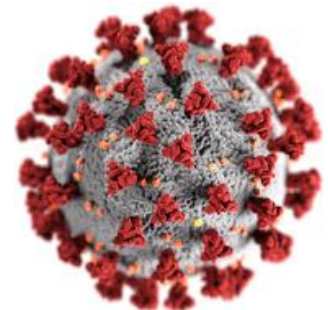
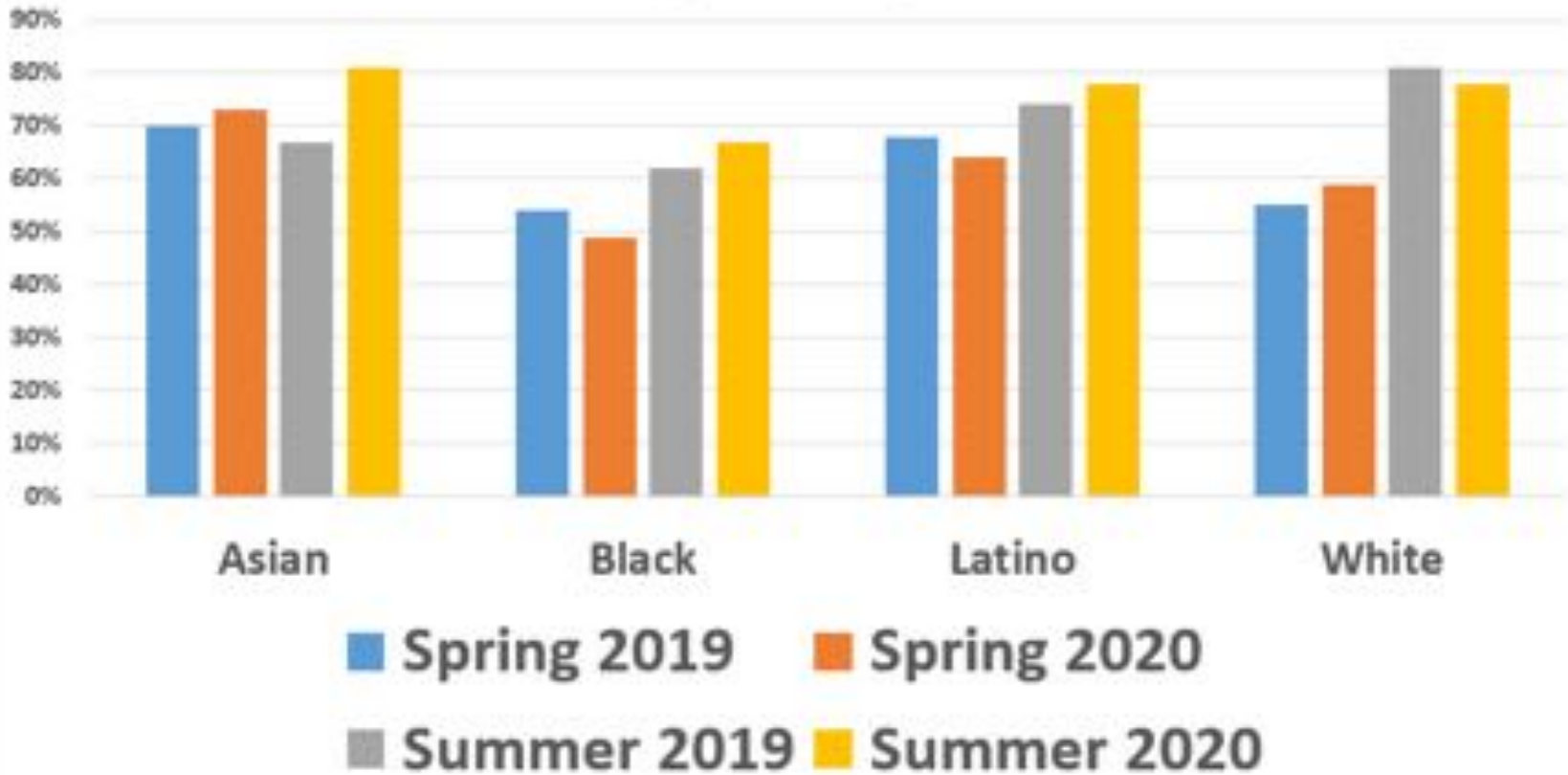
Success in College English by Corequisite Status



Success of Students with Corequisite Requirements by Demographic Groups

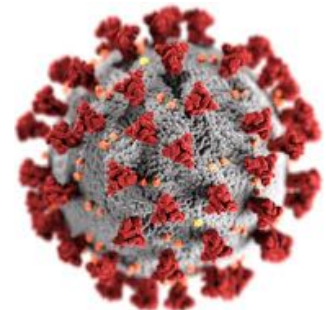


Pass Rates of Demographic Groups Placed in Corequisite Support for English



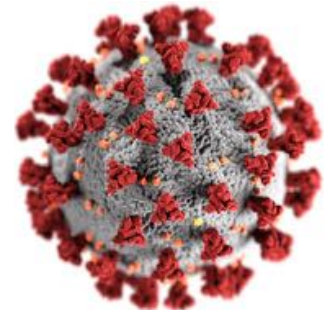
What happened?

- Outcomes – withdrawals, grades, retention rates – all indicate modest impact of the Pandemic
- Experiences across our campus and feedback from students and families indicate otherwise.



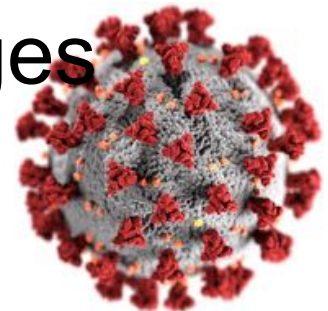
Rapid Shift to Online

- Focus in Spring was on getting students back in to classes
- Massive effort to train faculty
- Piloting of resilient course design
- Training and support for best practices in the LMS
- Increased utilization by faculty of the LMS and embedded tools



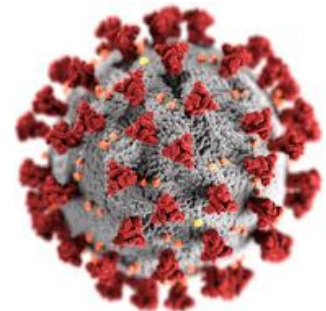
Building Connections

- Campus-wide efforts to contact students
- Personal and individual follow-ups
- Outreach on technology and Internet-access challenges
- Regular check-ins from campus – whole campus approach
- Supportive and Caring messages (Mindset)



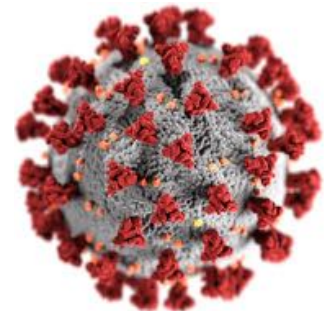
Extended support

- Increased use of online tutors
 - Tutoring services (tutor.com)
 - Virtual tutoring labs staffed by campus staff
 - Virtual peer instruction and support
- Support for outside the classroom
 - Virtual counseling services
 - Expanded use of “care team” approach for students



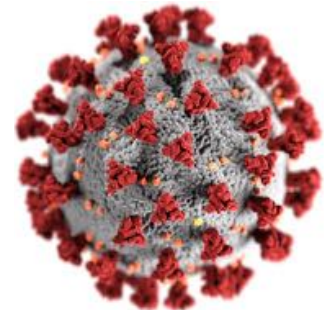
Some takeaways

- Resilient course design is here to stay
- Increased benefits of shared/aligned course calendars
- Focus on building community with/among students early on
- Opportunities for integration within/between Academic Affairs and Student Affairs




Faculty Development & PD

- Increased role for communities of practice among faculty and staff
- Scaling knowledge transfer (leveraging the LMS for PD)
- OFD Summer/Fall workshops
 - <https://www.usg.edu/facultydevelopment/>
- USGTrain/USGReady (coming soon)



**Thank
you for
your hard
work over
the past
year!**

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