



**UNIVERSITY SYSTEM  
OF GEORGIA**

# CoRequisite Academy Mathematics

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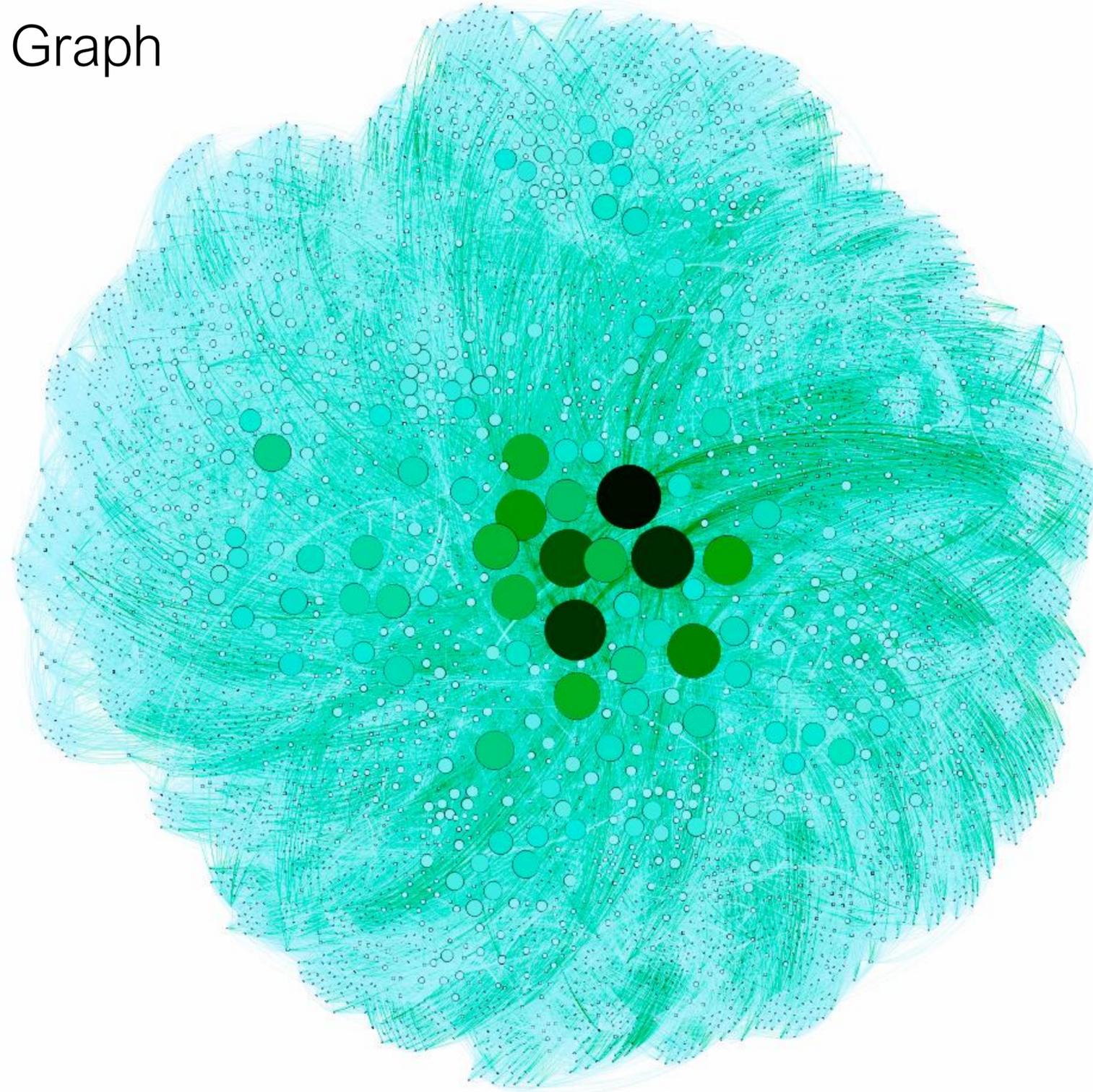
Twitter: @TDenley

A photograph of a wooden plank path leading through a lush green forest. The path is made of several parallel wooden planks and leads from the foreground into the distance, where it disappears into the trees. The surrounding vegetation is dense and vibrant green, with some fallen leaves scattered on the path. The lighting is soft and natural, suggesting a forest setting.

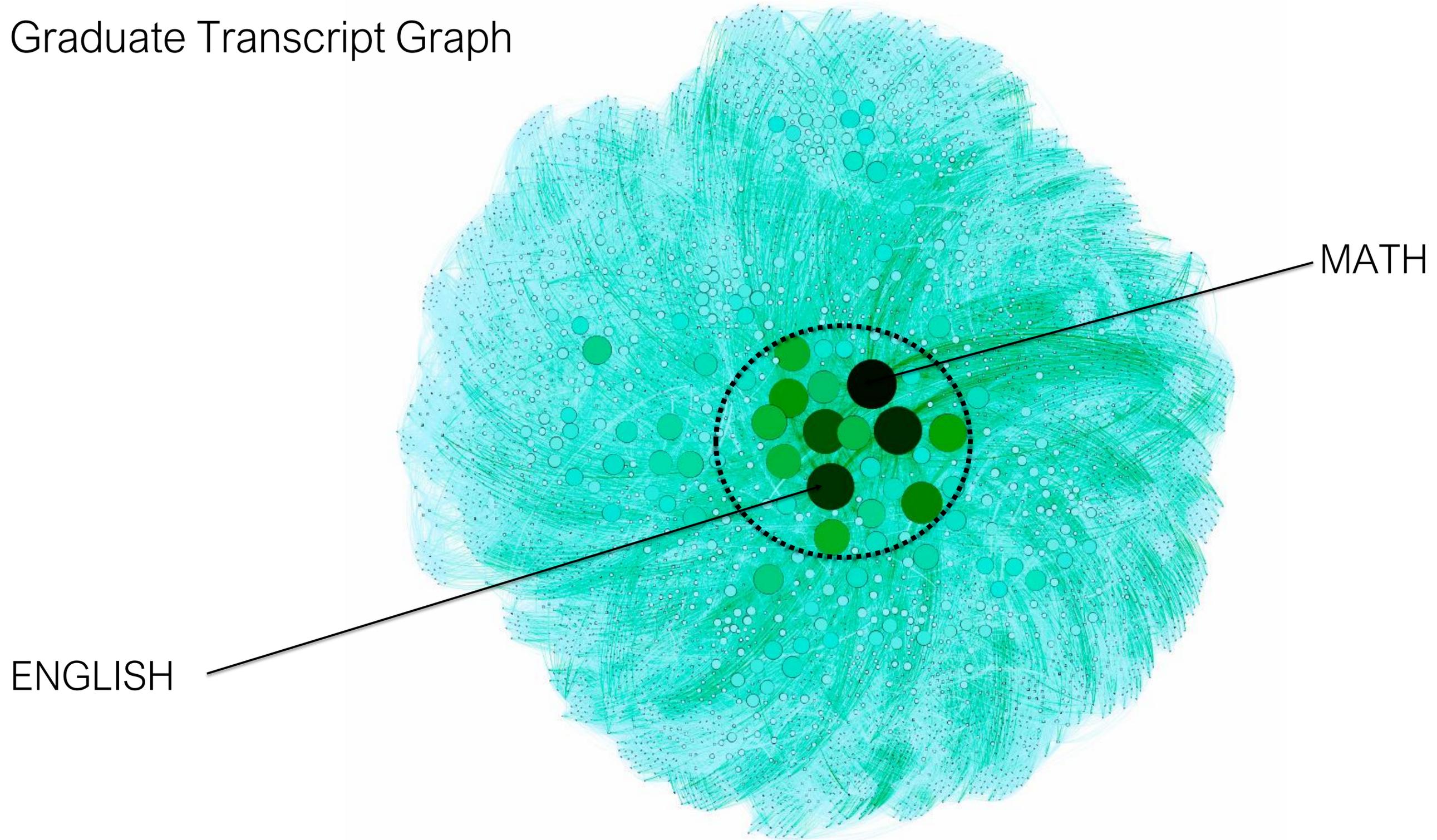
# Creating Clear Degree Pathways to Success

# WHAT DATA SAYS ABOUT THE PATHWAYS

# The Graduate Transcript Graph

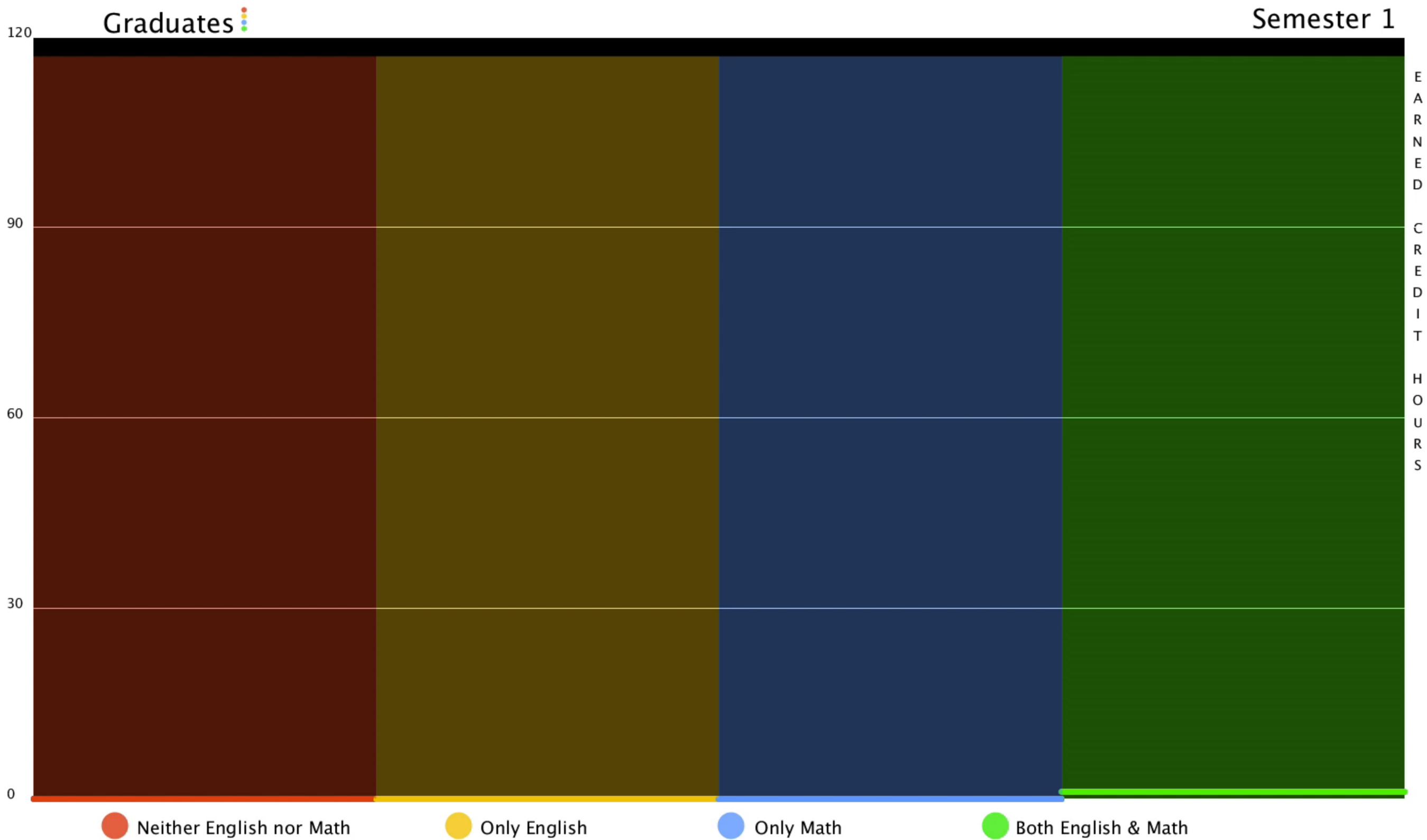


# The Graduate Transcript Graph

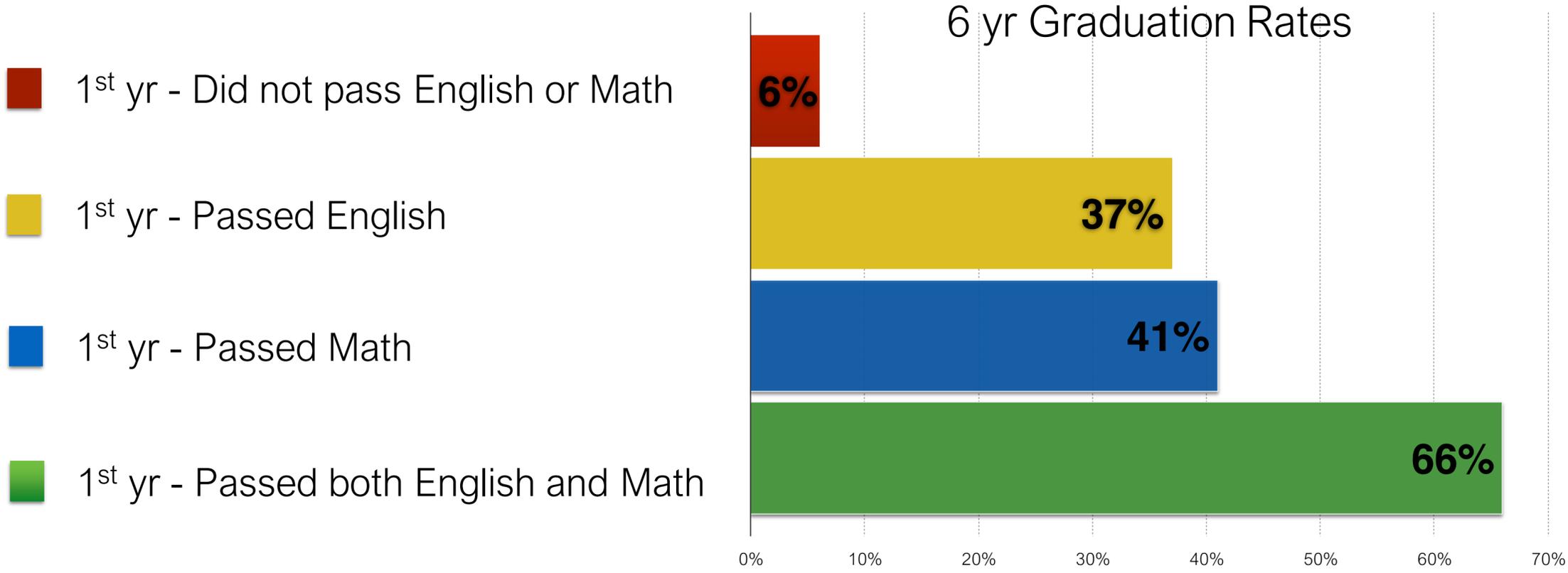


**10,000** USG Students

**2,500** who either completed their first credit bearing math and/or writing class or completed neither during their first academic year

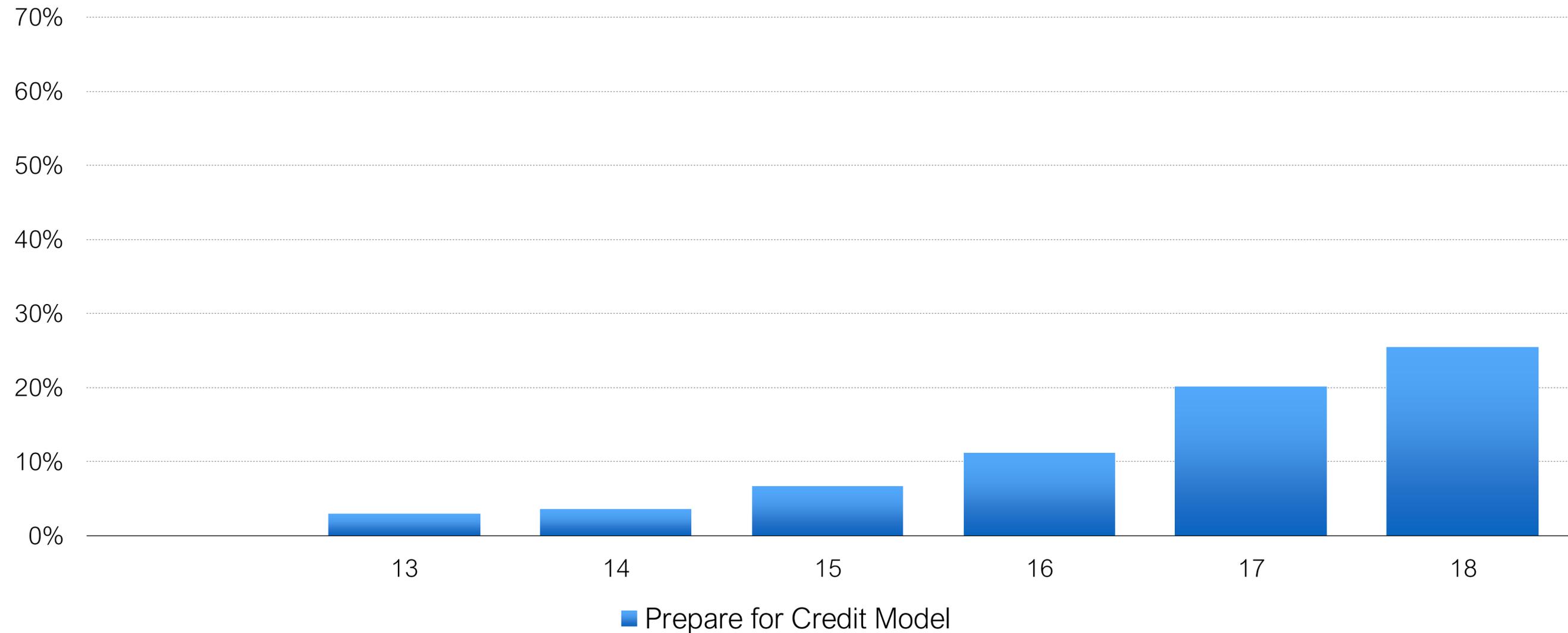


# English and Math



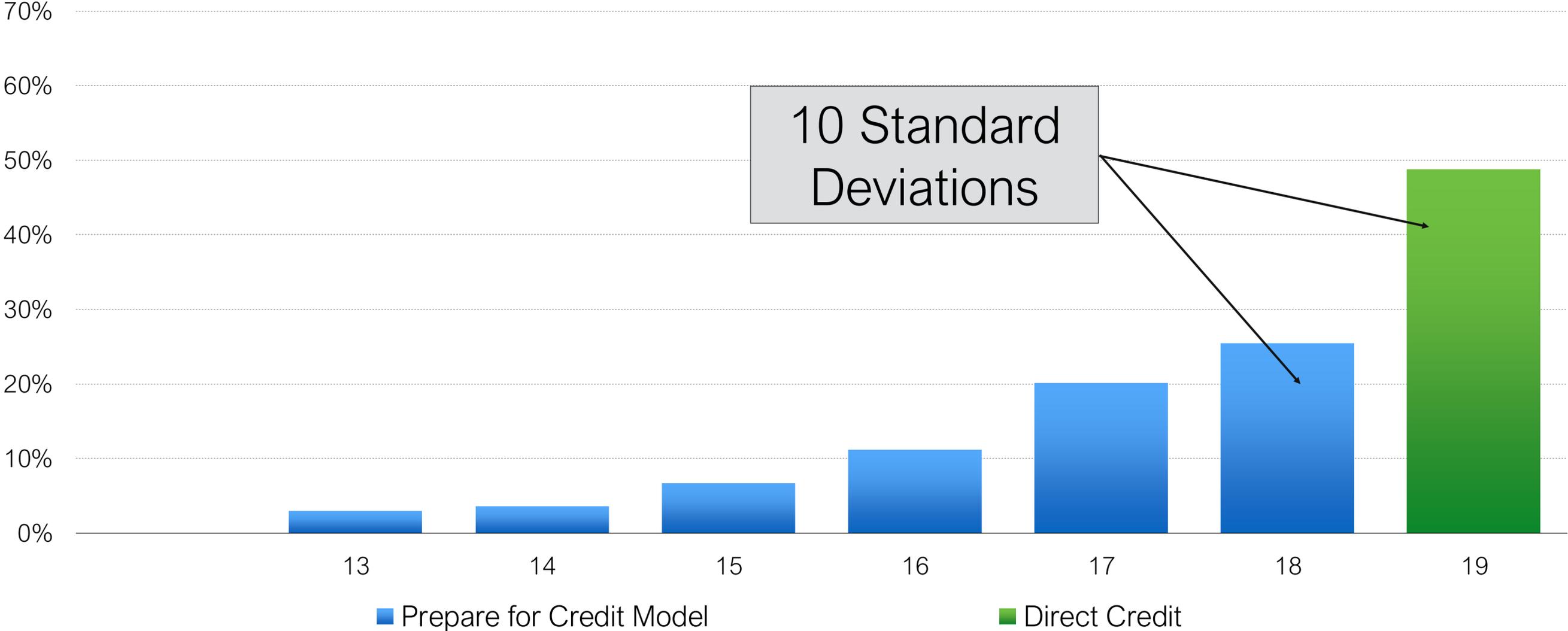


# System-wide Math Completion for students beginning in Developmental Mathematics



ACT Math Subscores

# System-wide Math Completion for students beginning in Developmental Mathematics



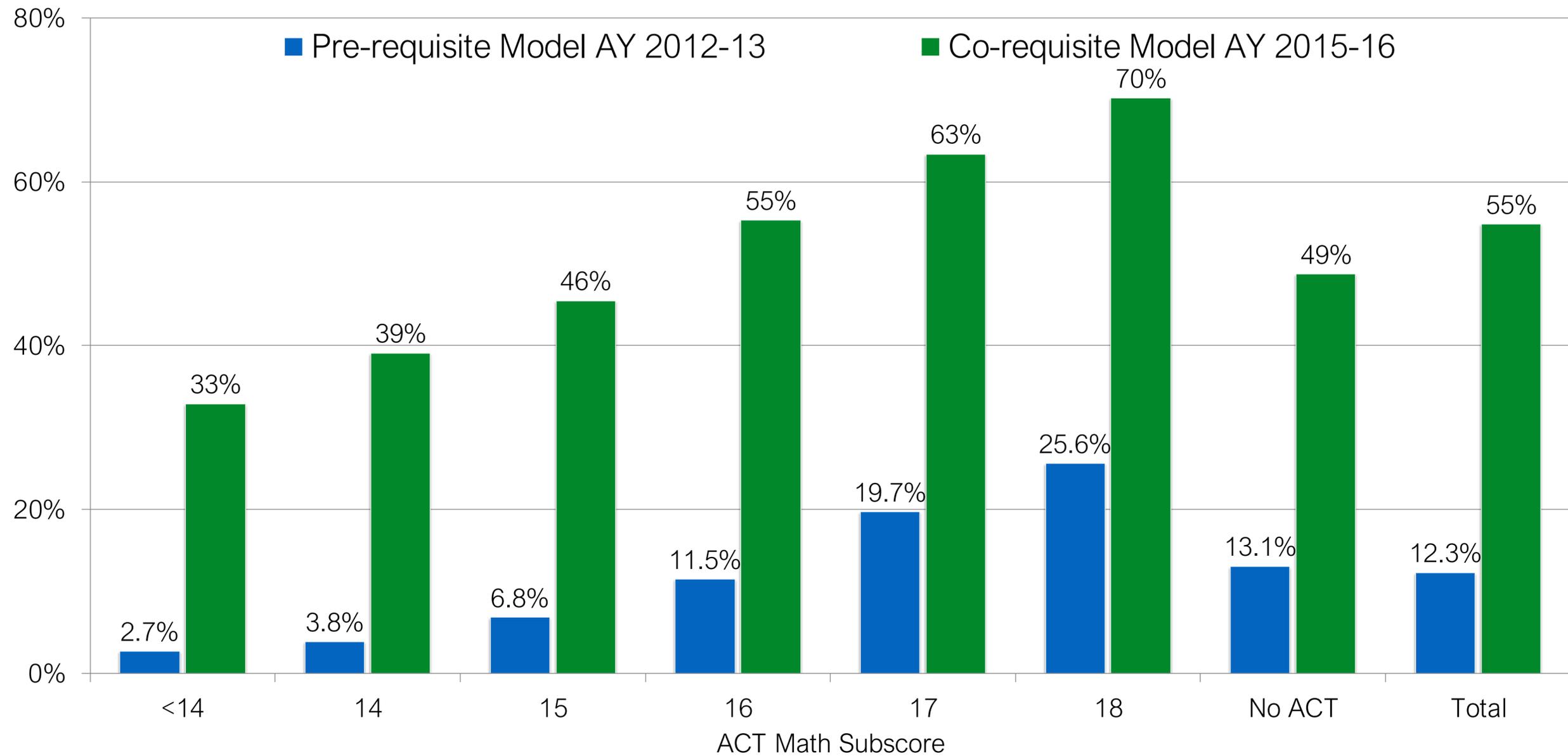
ACT Math Subscores

# Co-requisite Remediation



# Completion of Gateway Math by ACT Sub-score

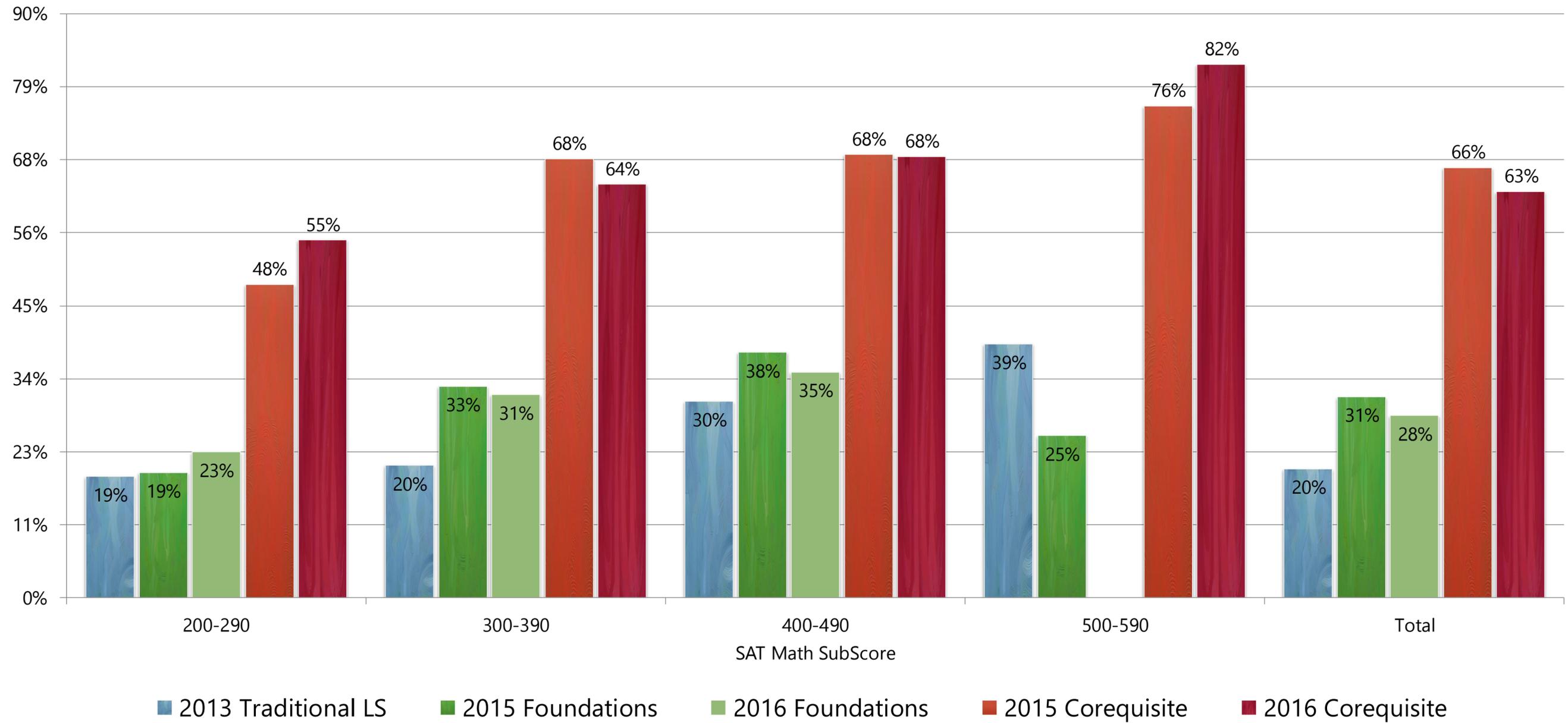
## Community College Pre-requisite Model vs. Co-requisite Model



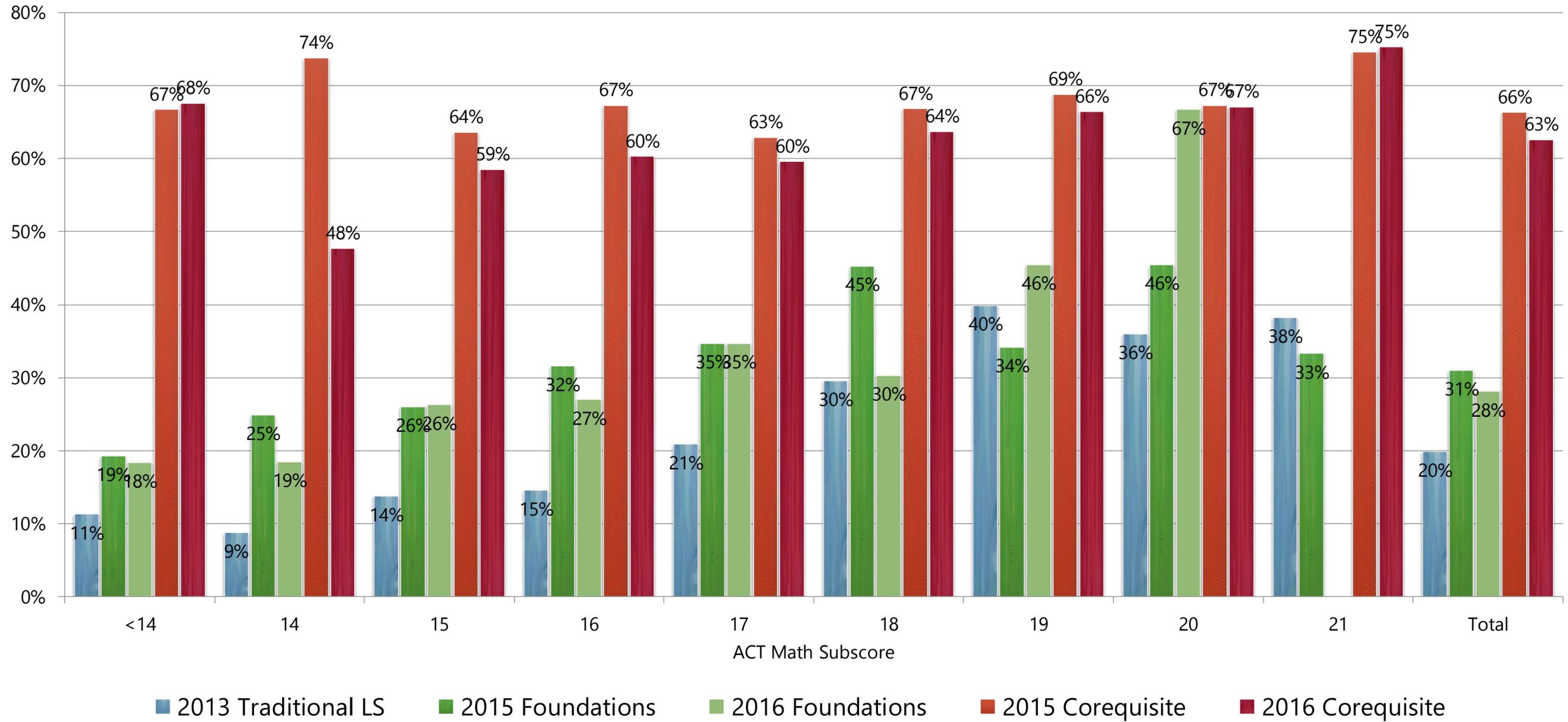
A scenic landscape featuring a dirt road that curves through a lush green field. In the distance, a single, full-canopied tree stands on a small rise. The sky is a deep blue with scattered white clouds. A semi-transparent dark box is overlaid on the left side of the image, containing the title text in white.

# Co-requisite Remediation in Georgia

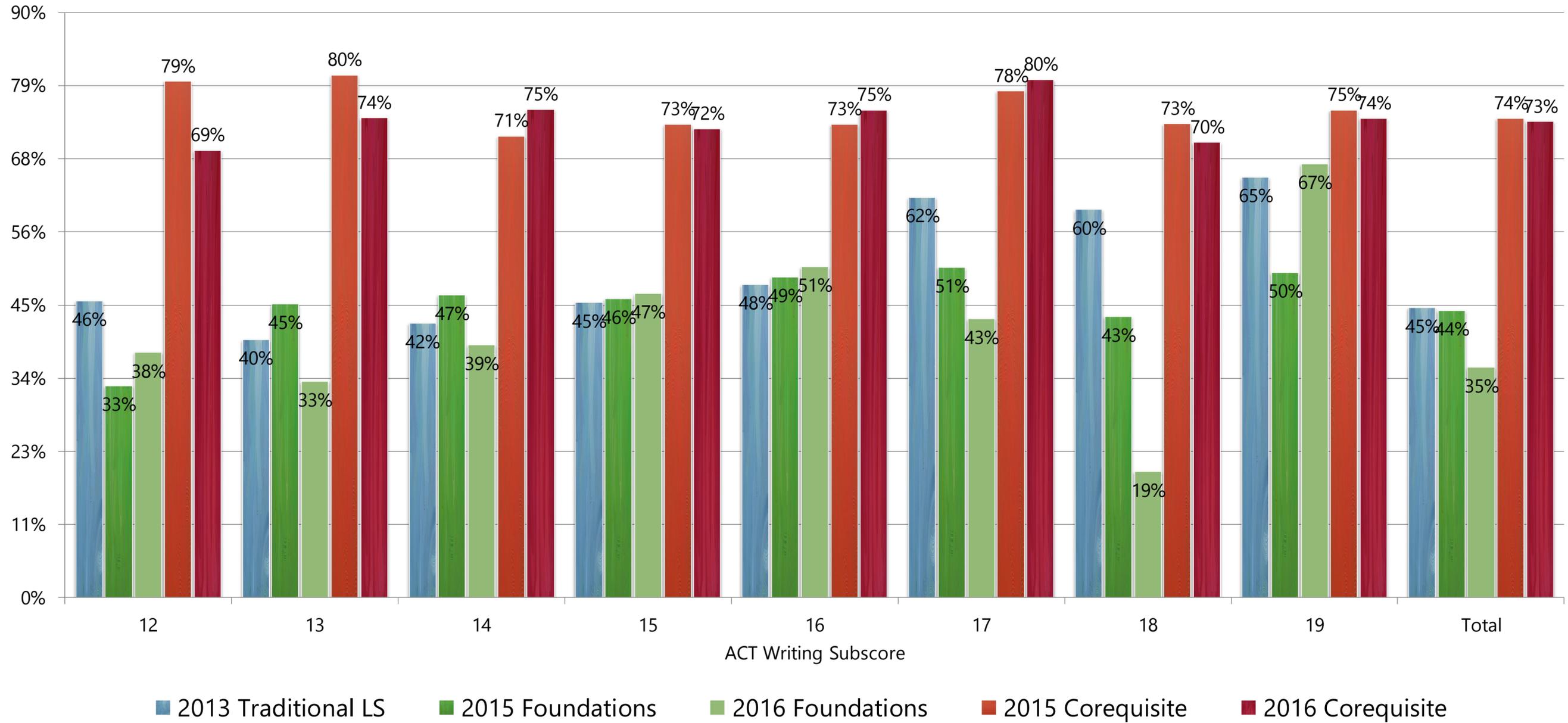
# System Comparison of Success in Gateway Mathematics Classes



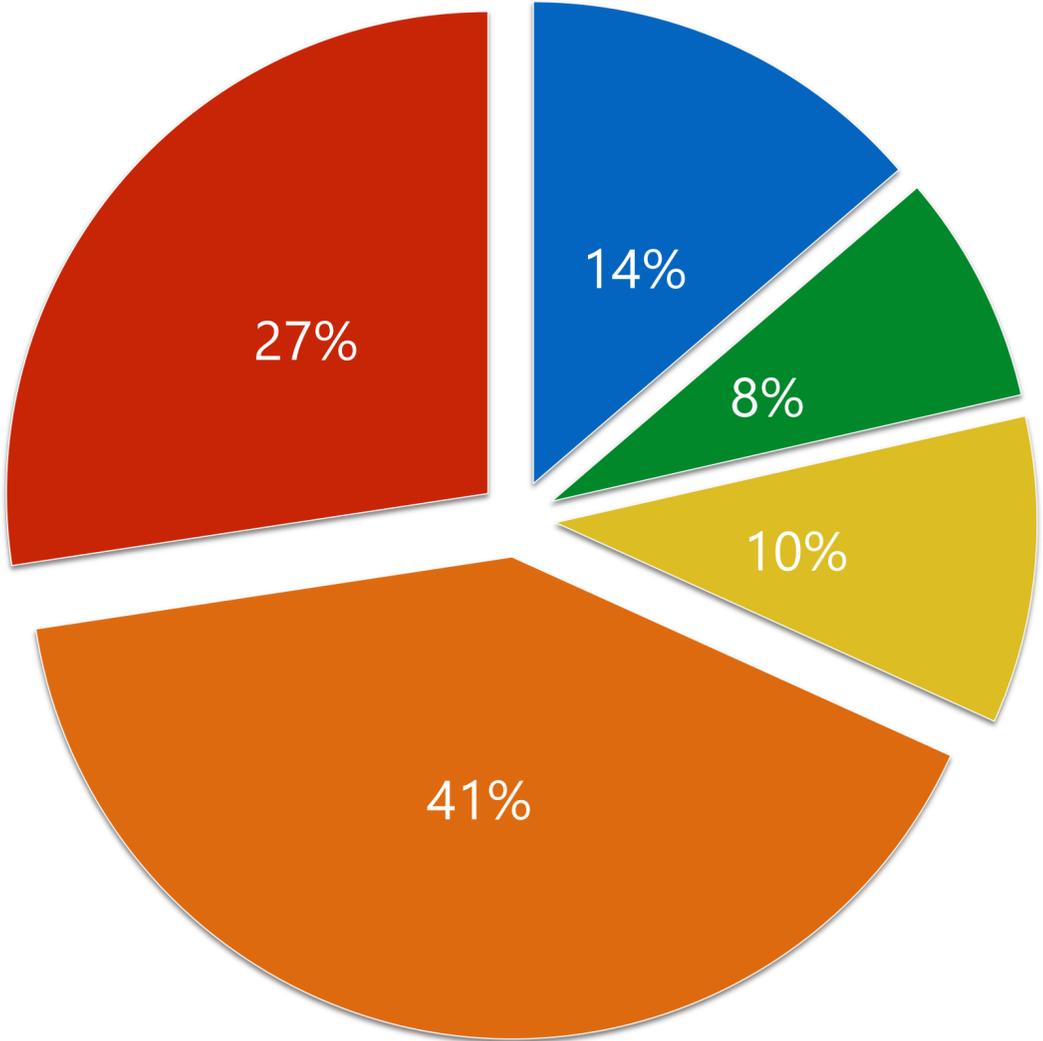
# System Comparison of Success in Gateway Math Classes



# System Comparison of Success in Gateway English Classes



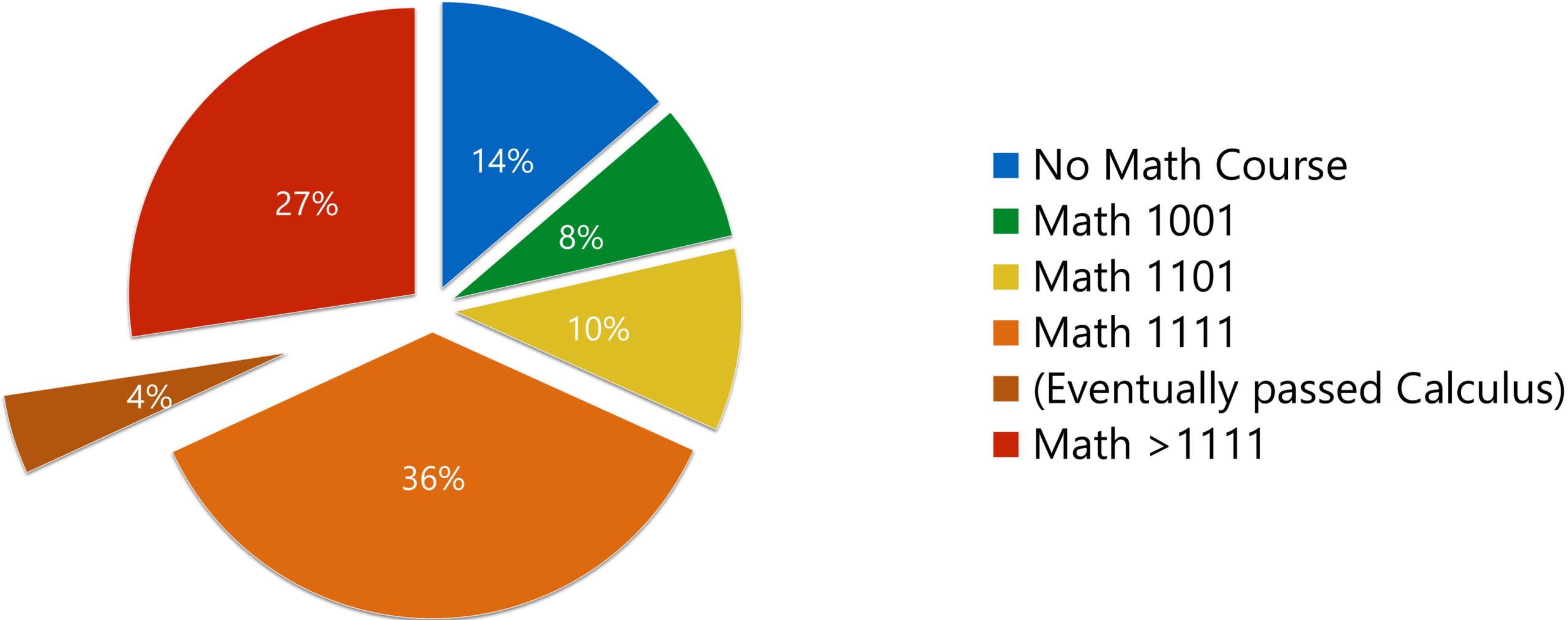
Distribution of First Mathematics Course Attempted (within first two academic years)



- No Math Course
- Math 1001
- Math 1101
- Math 1111
- Math >1111



Distribution of First Mathematics Course Attempted (within first two academic years)

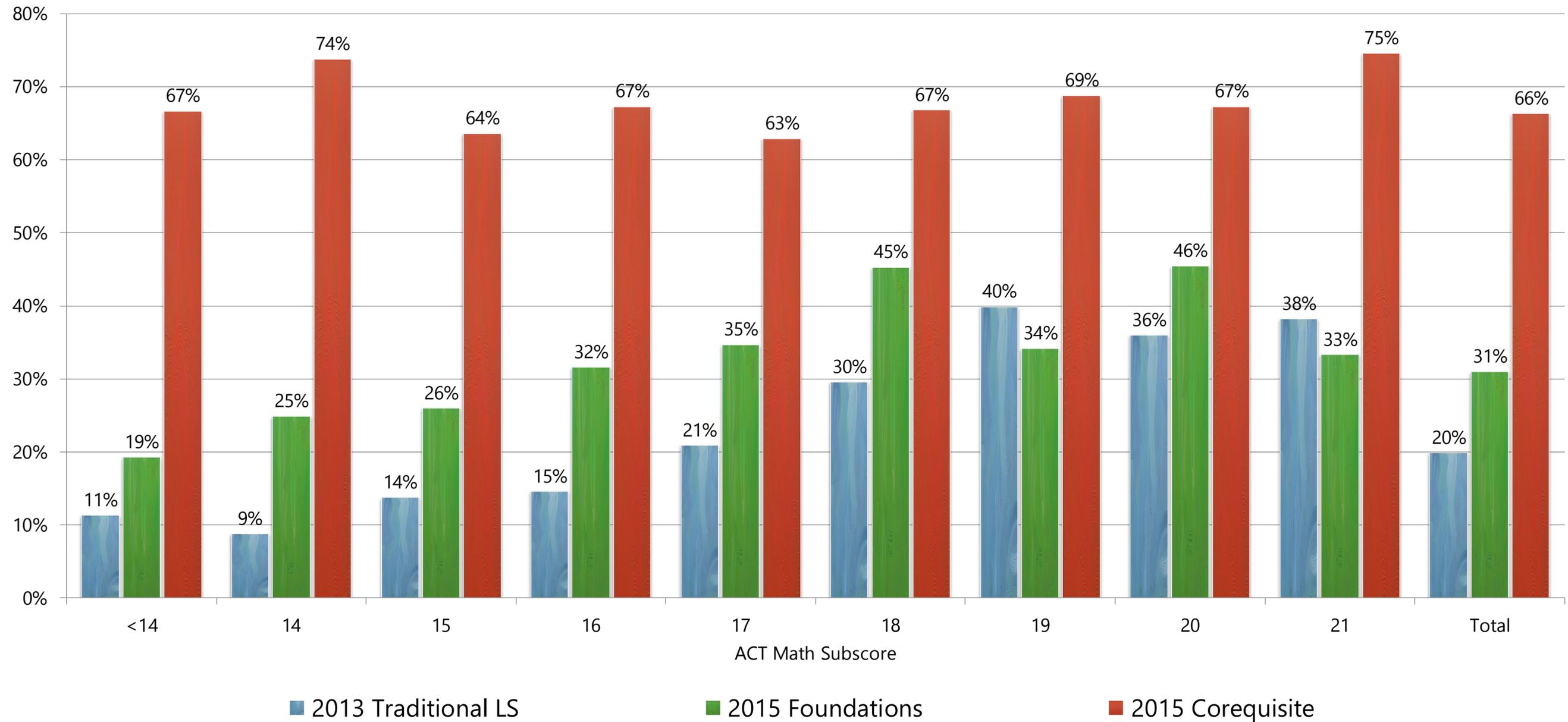




Co-requisite  
Remediation

Disaggregation

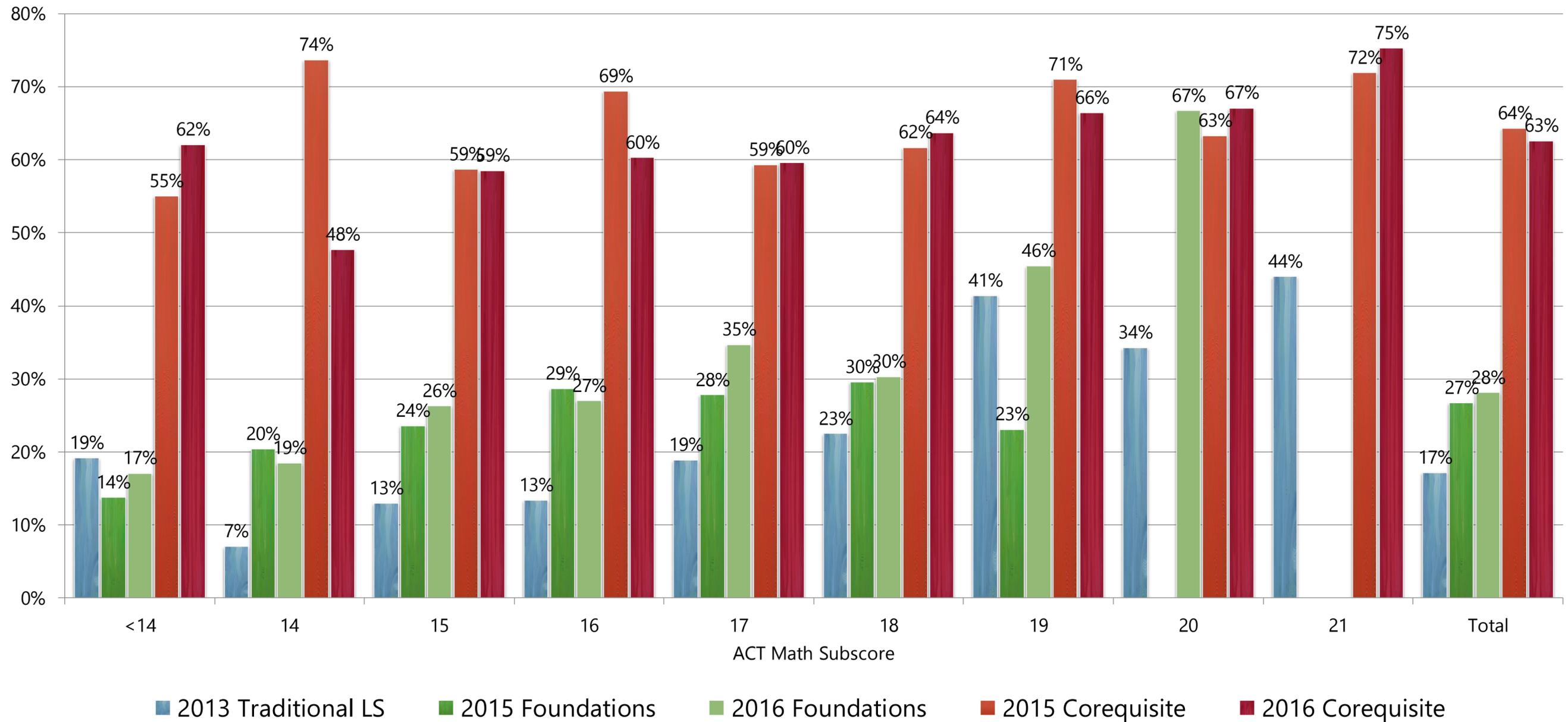
# System Comparison of Success in Gateway Mathematics Classes



## Pell Students



# System Comparison of Success in Gateway Mathematics Classes



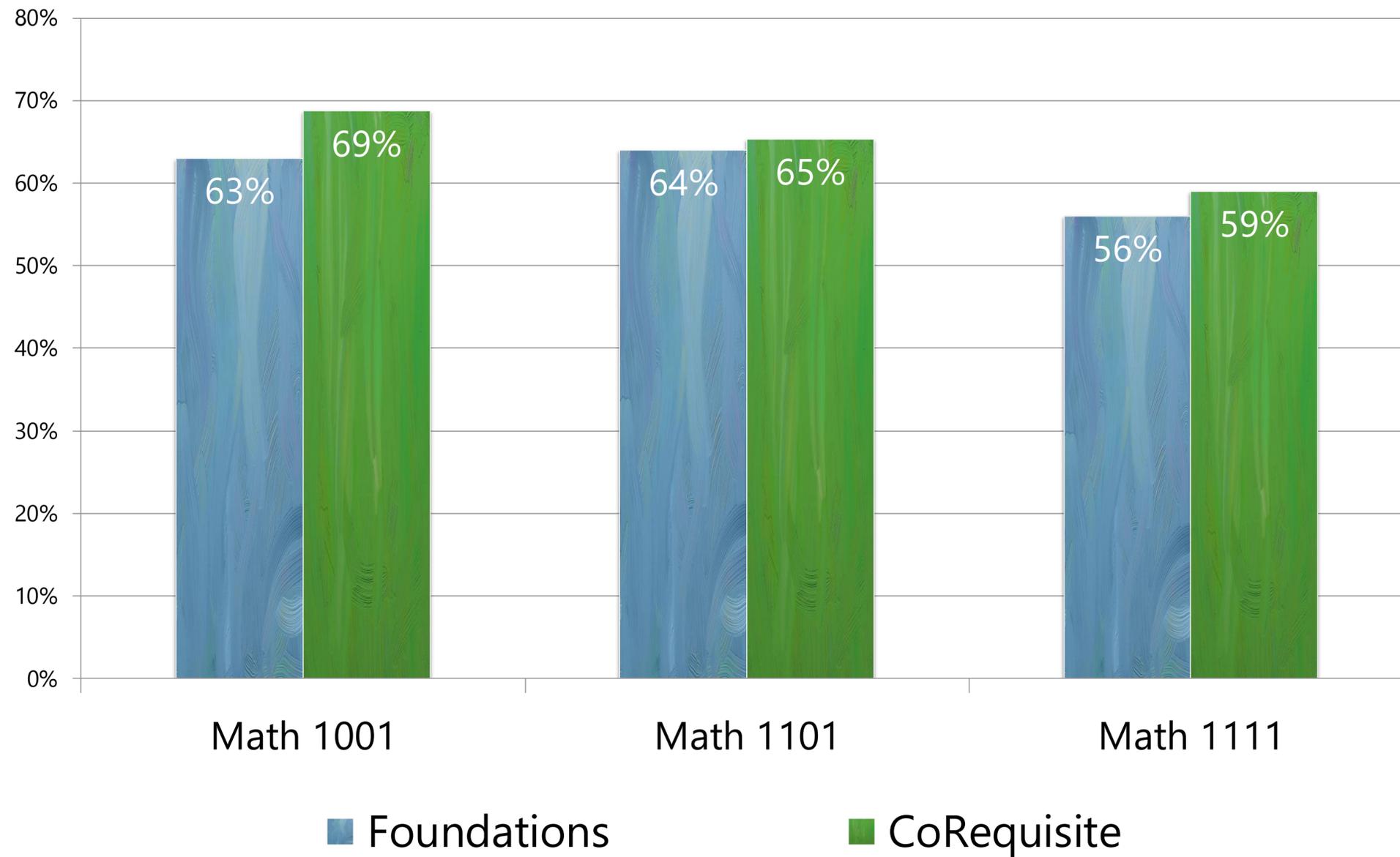
## African American Students



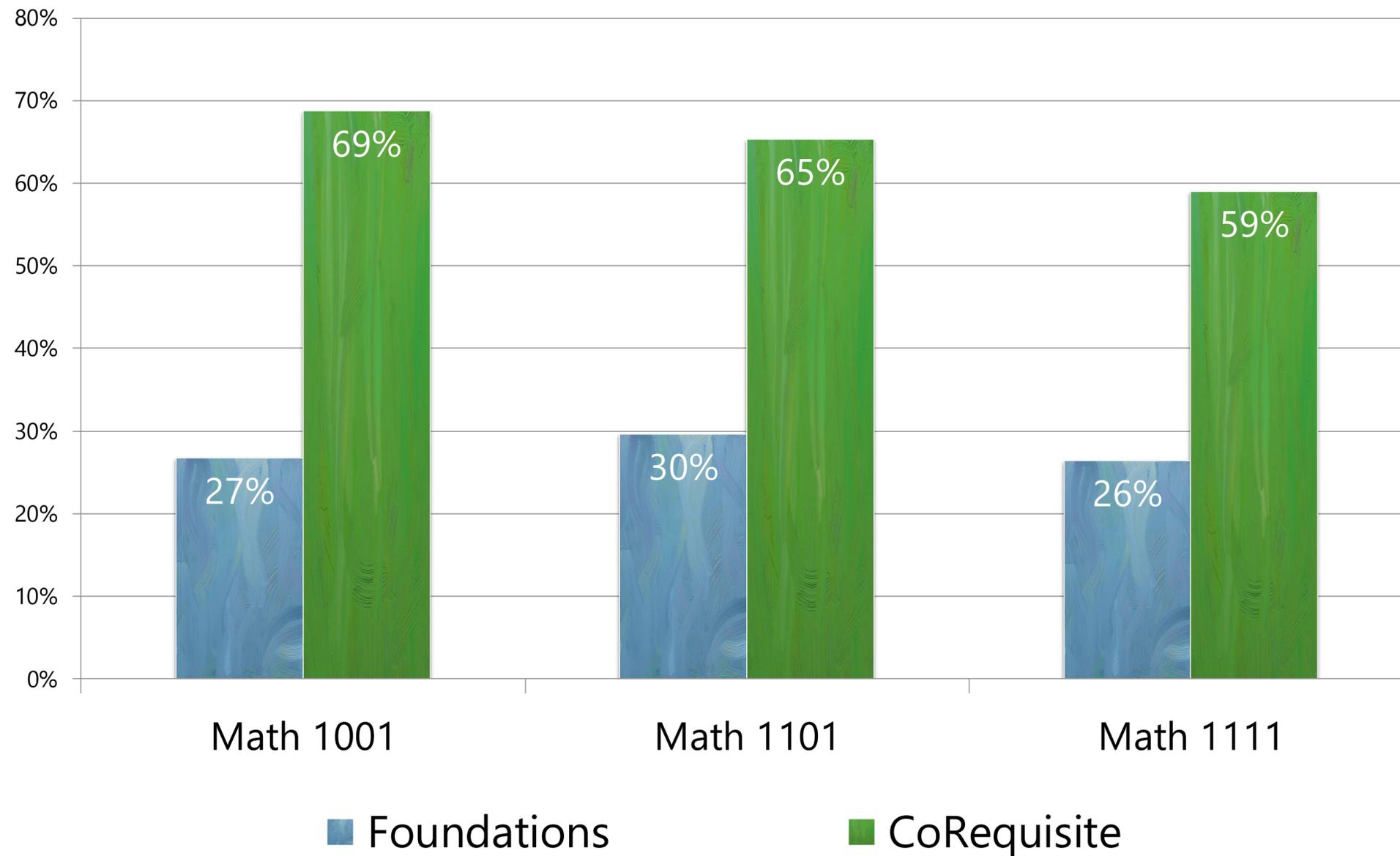
# Μαθηματικές Ροήσεις

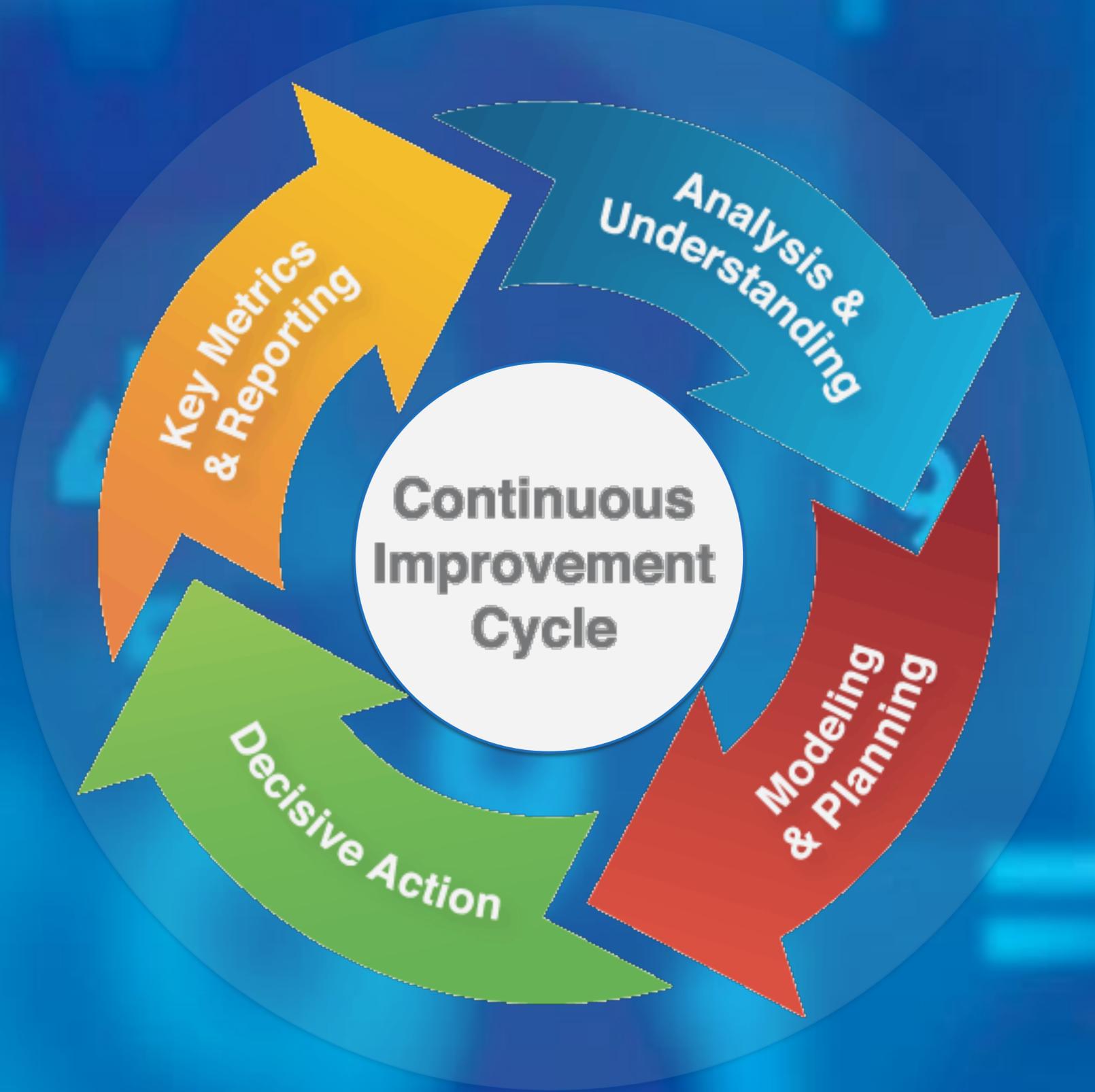


# System Comparison of Success in Gateway Mathematics Classes

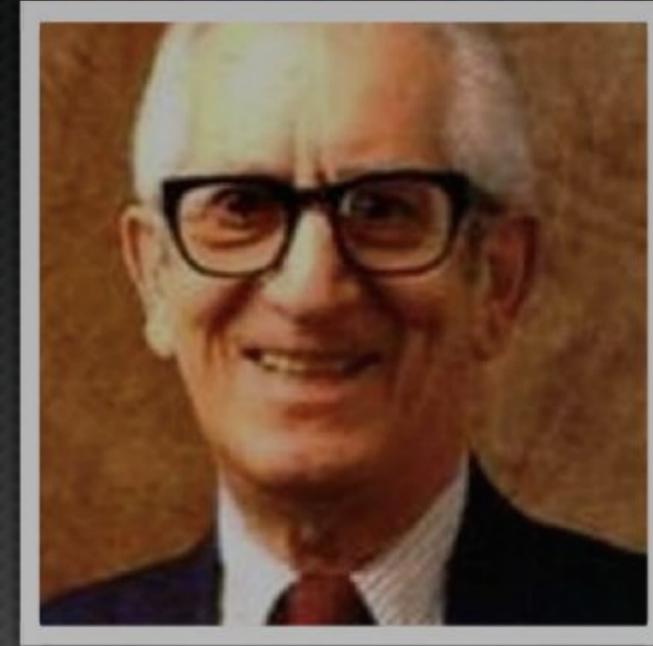


# System Comparison of Success in Gateway Mathematics Classes





Benjamin  
Bloom



The 2 sigma  
Problem

# BESPOKE EDUCATION





# Controlled Study at University of Mississippi (2006)

- ☼ Hawkes Learning System

2 Fall sections of College Algebra

100 students

- ☼ MyMathlab

2 Fall sections of College Algebra

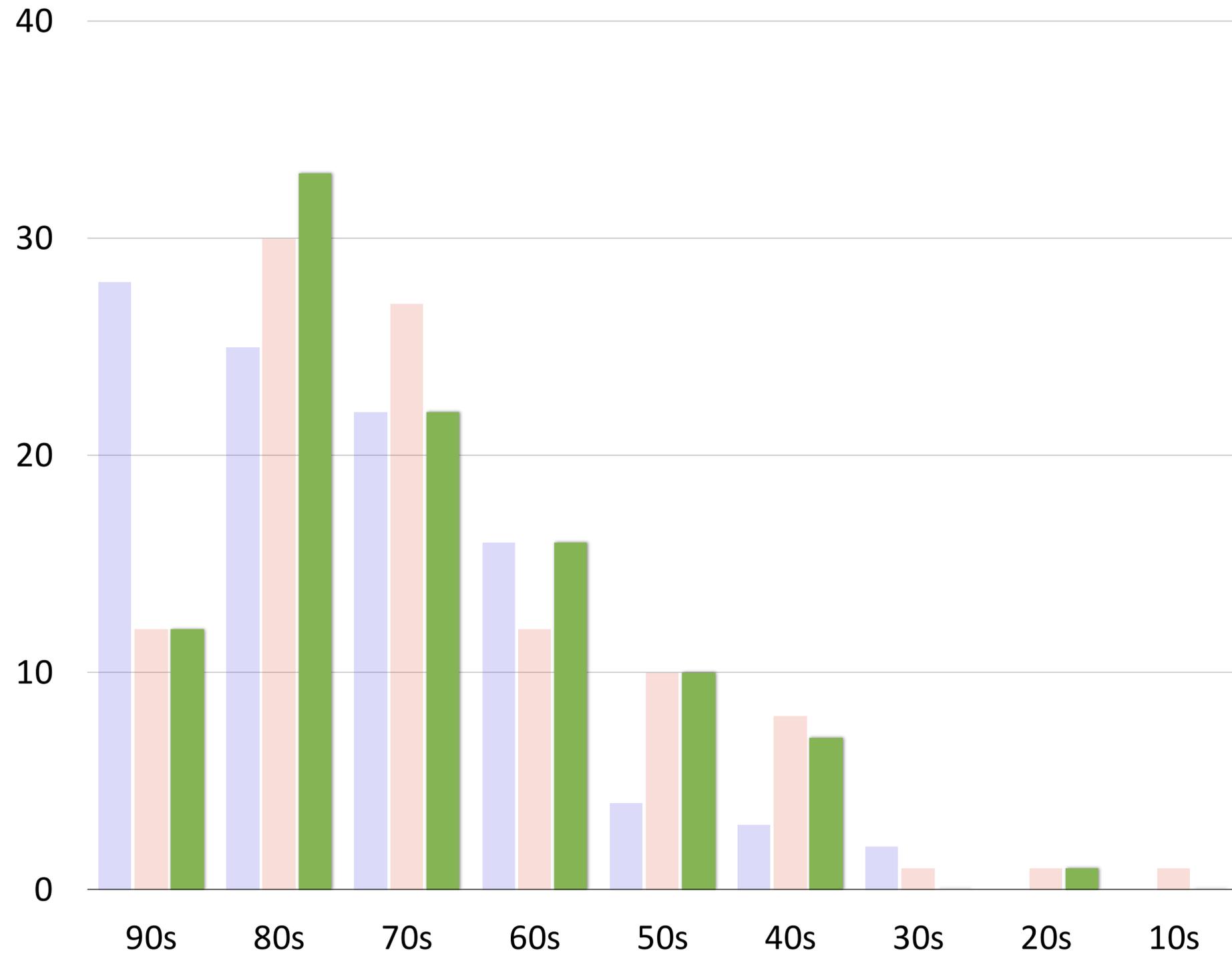
113 students

- ☼ No software

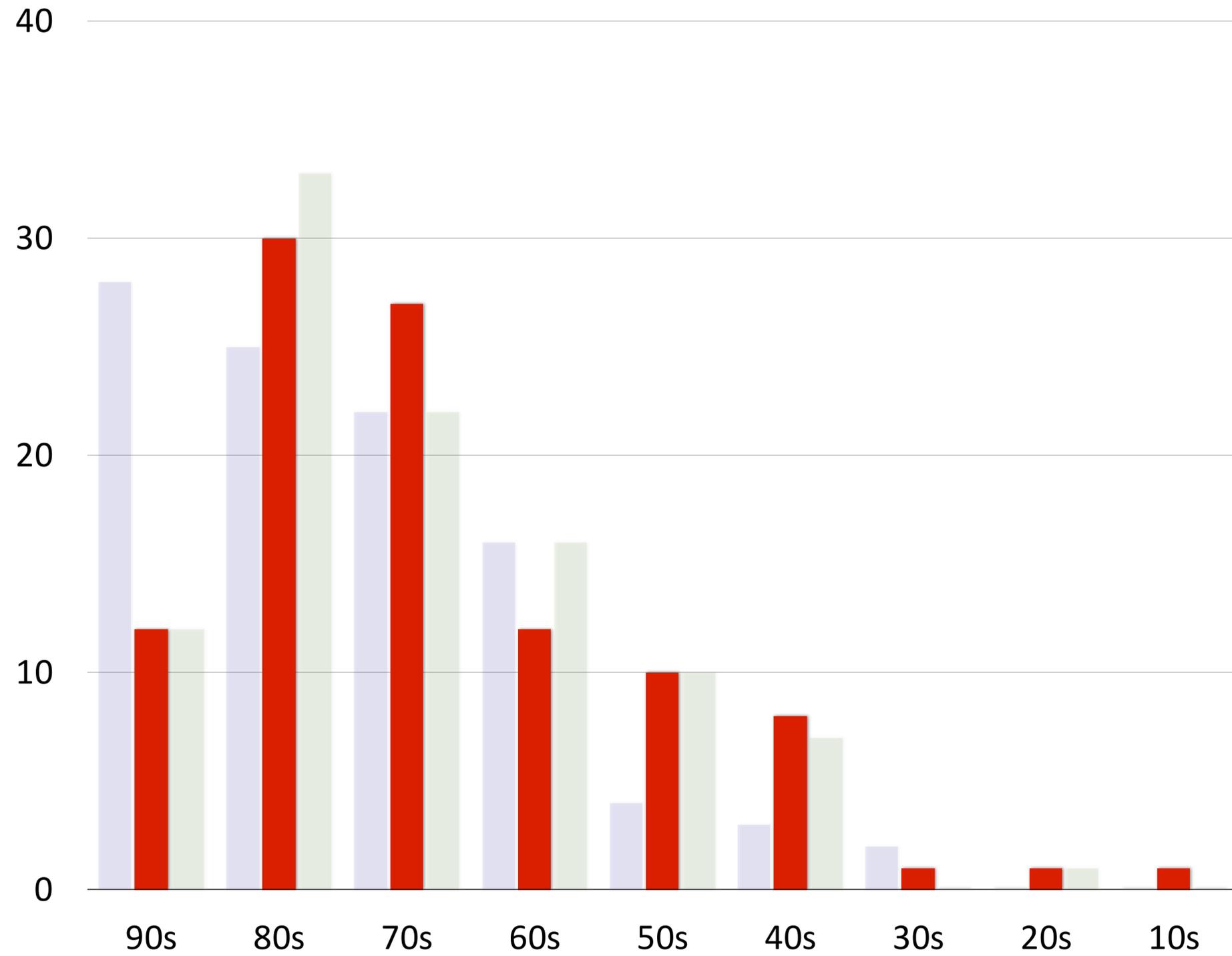
4 fall sections of College Algebra

200 students

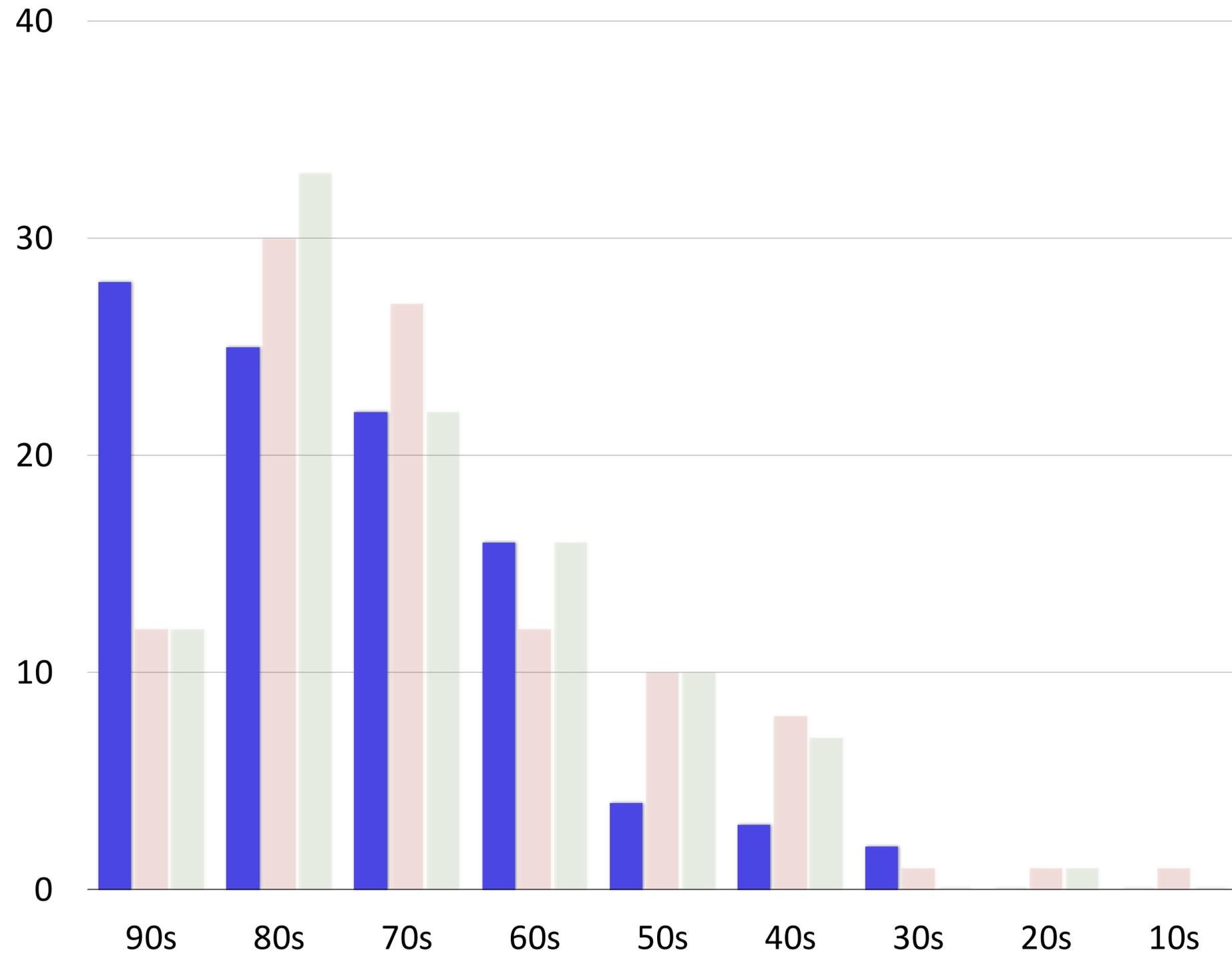
# Final Exams



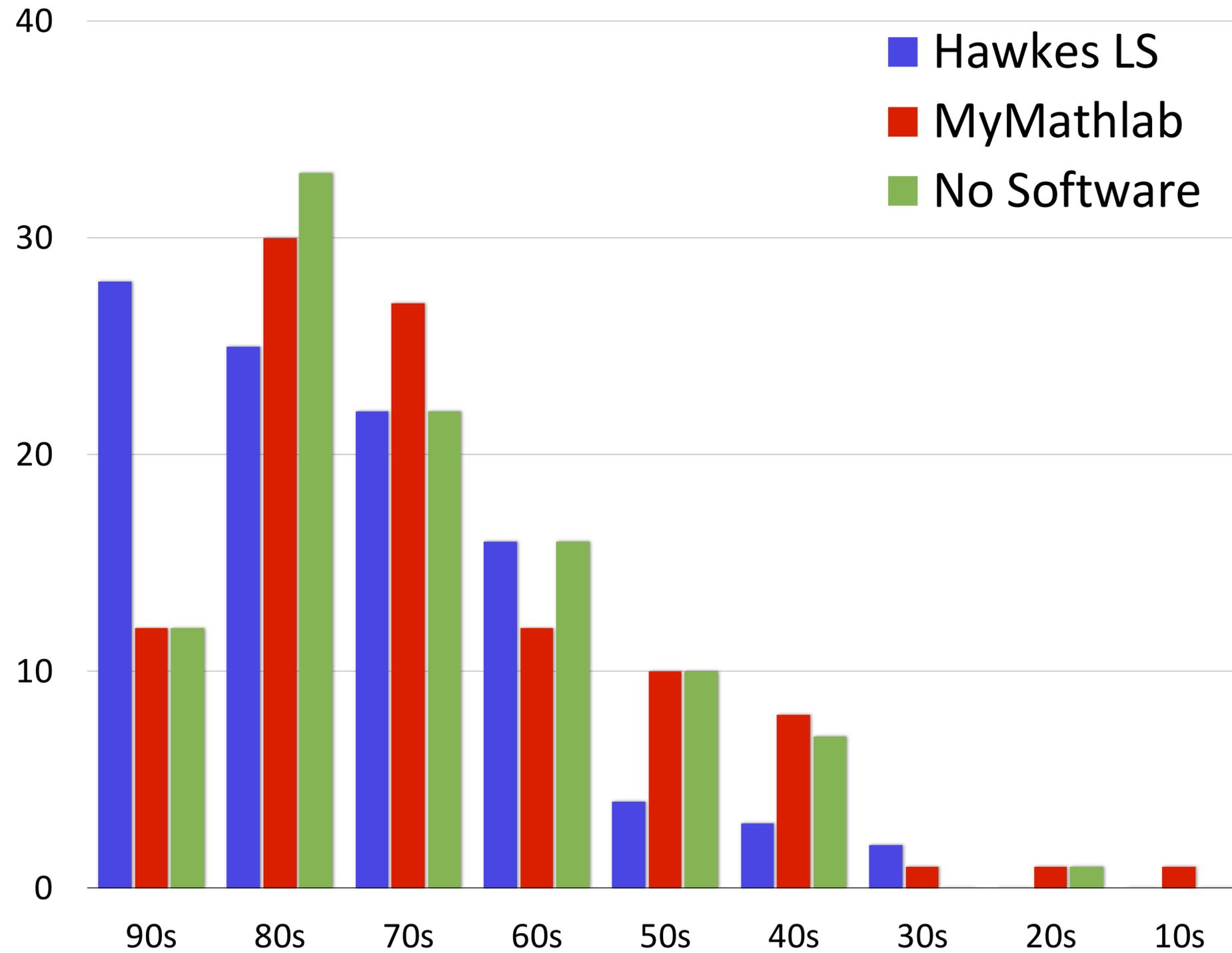
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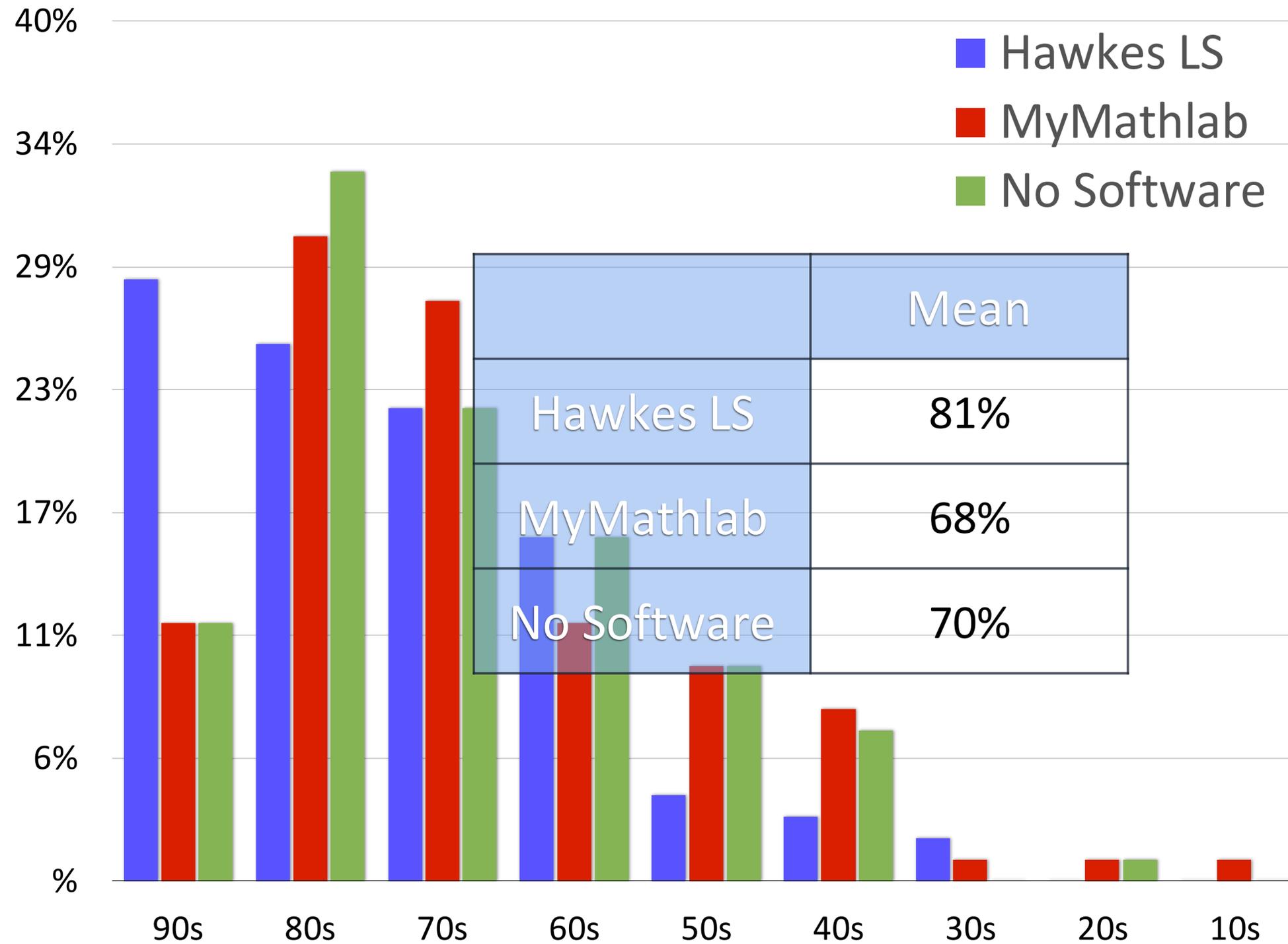
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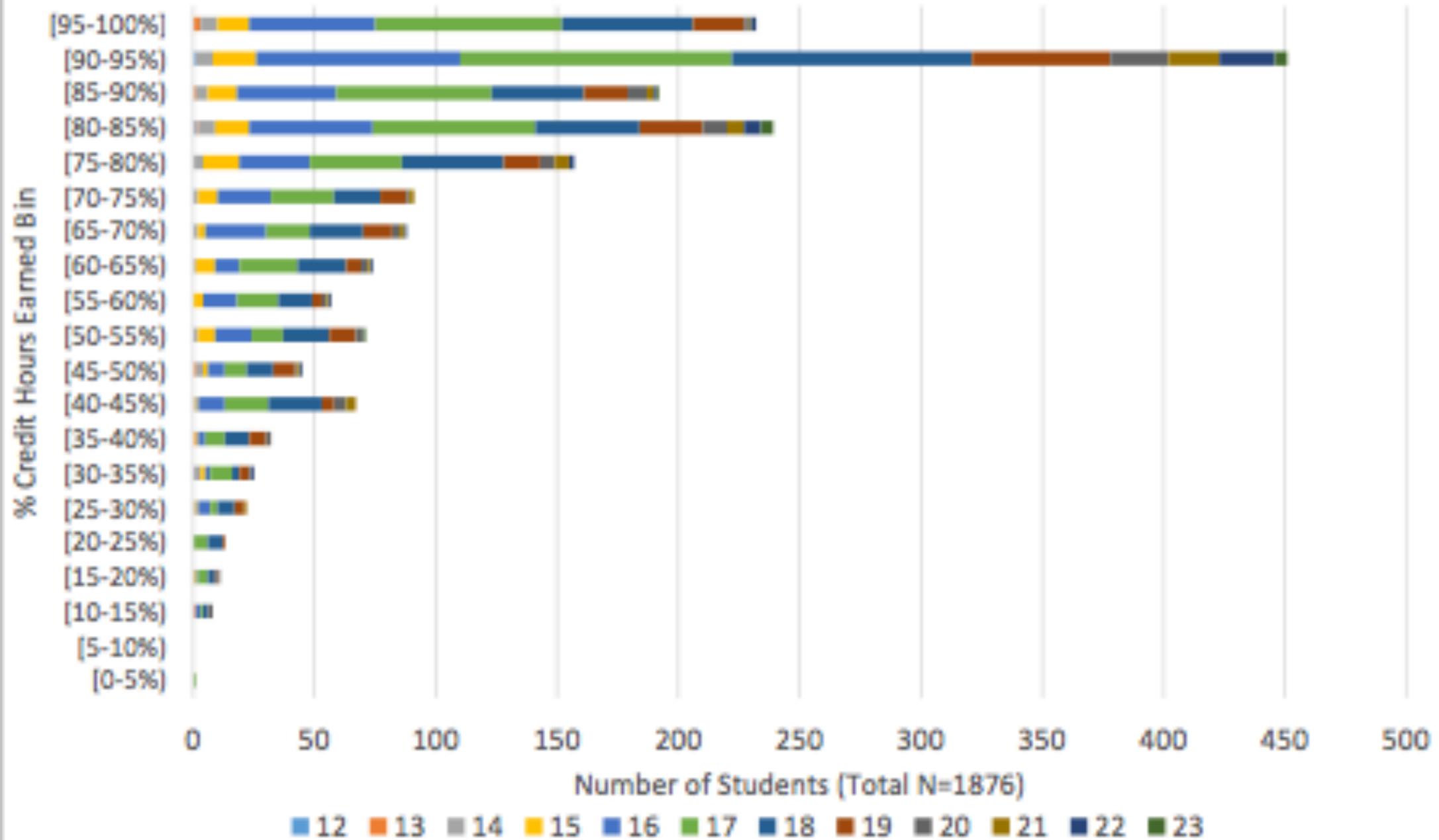
# Final Exams



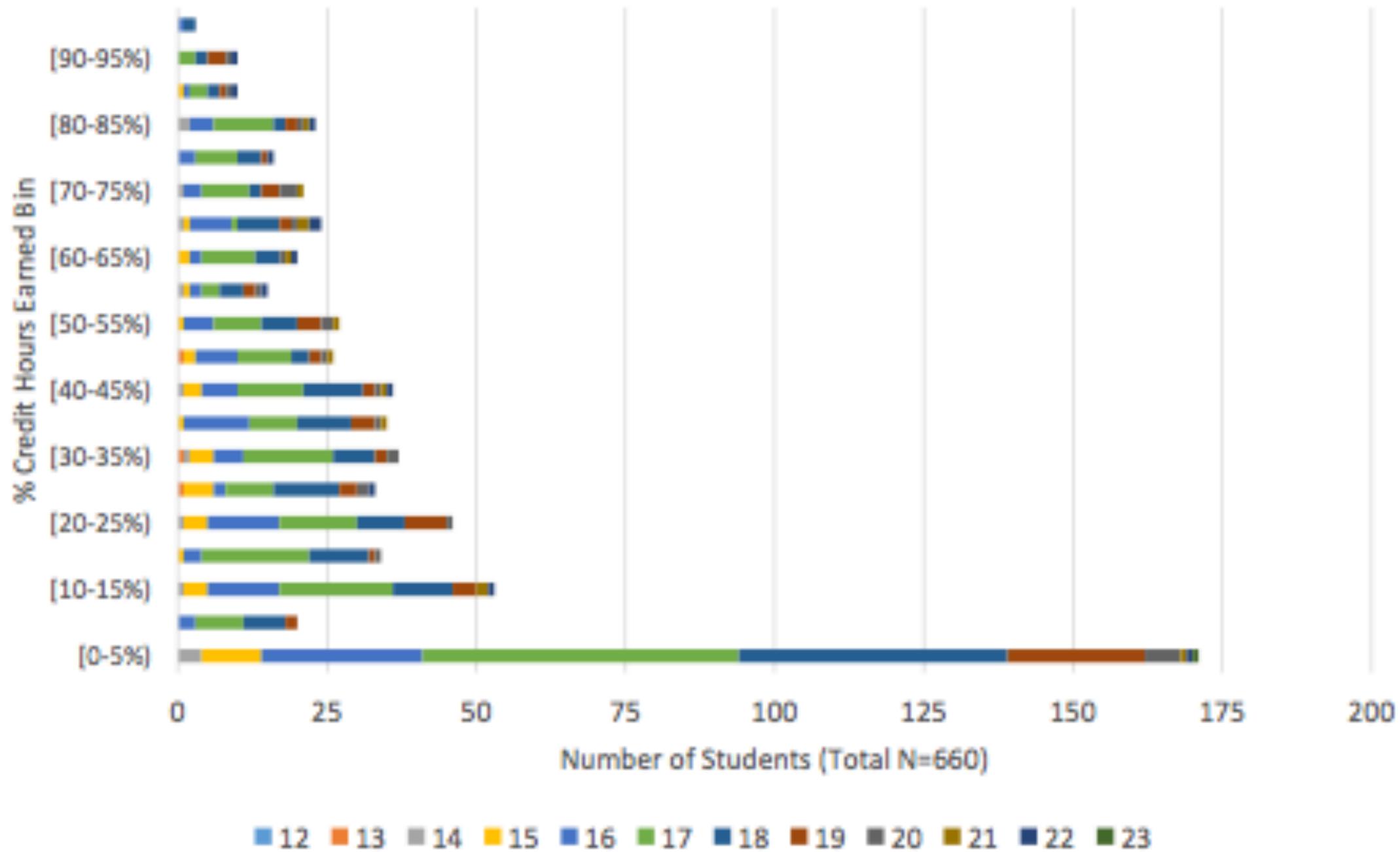
# Final Exams



**CoRequisite Math: All Students**  
**Frequency of % Credit Hours Earned Bin by ACT Math**  
**Passed Gateway Math (C and above=Pass)**



CoRequisite Math: All Students  
 Frequency of % Credit Hours Earned Bin by ACT Math  
 Didn't Pass Gateway Math (D and above=Pass)



# Productive Academic Mindset

Perceived purpose of coursework

+15%  
GPA

Feel connected to their institution  
and that they belong...

+12pp  
Minority  
Retention

Believe they are capable of learning the  
material...

+19pp  
Earned  
SChr %

Confidence interacting with Faculty and Staff

+6pp  
Earned  
SChr %

GRIT and Perseverance

+9pp  
Math CoReq  
Success

# Perceived Purpose of Coursework

	Low Perception	High Perception	Difference	Effect size
<b>Math Co- Requisite Success Rate</b>	60.2%	66.5%	6.3pp	2.08
<b>Writing Co- requisite Success Rate</b>	61.3%	70.8%	9.5pp	3.73
<b>Earned Hour%</b>	65.1%	72.5%	7.4pp	4.85
<b>Fall to Spring Retention Rate</b>	72.4%	77%	4.6pp	2.62

# USG Momentum Year

Making a *purposeful* program choice

Creating a *productive* Academic Mindset

Attempting the first *30 hours* of a *Clear Pathway*

Attempting *9 hours* in Academic Focus

Complete initial English and  $\text{MaTh}$



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