

Math Corequisite Remediation at GGC

Overview

USG Learning Support Academy

Fall 2017

GGC's Corequisite Mathematics model

- Non-STEM: Quantitative Skills & Reasoning with Support: MATH 1001 (3 cr.) + MATH 0997 (2 cr.-inst.)
- STEM: College Algebra with Support: MATH 1111 (3 cr.) + MATH 0999 (2 cr.-inst.)
- Placement based on Mathematics Placement Index (MPI)
 - Quantitative Skills and Reasoning with Support: 1075 - 1164
 - College Algebra with Support: 1075 -1264
- Students must register for both courses (separate CRNs, but linked by section number) and cannot drop either section.
- The same instructor leads both sections (taught back-to-back), both sections have the same students enrolled, and small class sizes are maintained.
- Students exit Learning Support by passing the MATH 1001 or MATH 1111 course with a grade of C or better.

Corequisite Mathematics Outcomes

- Fall 2017 Enrollment
 - Quantitative Skills and Reasoning with Support: 188
 - Approximate 34% decrease from Fall 2016 and Spring 2017.
 - College Algebra with Support: 360
 - Comparable to Spring 2017 enrollment, but down by approximately 12% from Fall 2016.

Corequisite Mathematics Outcomes

- Spring 2017 results (preliminary)
 - Quantitative Skills and Reasoning with Support - Approx. 77% Pass Rate (C or better)
 - Decrease in the 86% pass rate for Fall 2016
 - Stand - alone Quantitative Skills and Reasoning (MATH 1001) - Approx. 79% Pass rate (C or better)
 - College Algebra with Support - Approx. 76% Pass Rate (C or better)
 - Increase in the 68% pass rate for Fall 2016
 - Stand alone College Algebra (MATH 1111) - Approx. 80% Pass rate (C or better)
 - ACCESS MATH Students in MATH 1113 Pre-Calculus
 - Of about 90 students who took MATH 1113 in SP17 after passing College Algebra with support in FA16, approximately 44% passed with a grade of C or better. (transactional data only)

Corequisite MATH: What is Working Well

- Pass rates continue to be robust in the paired co-requisite ACCESS Mathematics model.
- Tutors in Classrooms (TIC), assigned Student Success Advisors, and related efforts appear to be supporting success.
- Corequisite ACCESS sections included in learning communities.
- Currently, almost 25% of students in GGC's Honors Program got their start in at least one Learning Support course.

Corequisite MATH: Challenges

- Promote greater engagement in MATH 0999/MATH 0997 sections.
- Improve subsequent performance (beginning with MATH 1113) for students passing ACCESS MATH.
- Identify characteristics of students who both do well and who struggle to earn a C or better in MATH 1001 and MATH 1111:
 - MPI/placement-related correlates (test scores, HS GPA, others)
 - Review for any shifts in, e.g., HS GPA, course load, or other characteristics for incoming co-requisite MATH students.
 - How are they doing in other classes?
 - Are they involved in campus life?

Takeaways/Lessons Learned

- Supporting the transition to MATH 1113 and beyond
- Supporting students who change from the Non-STEM to STEM track
- Link to other first-year student support (e.g., FYS, Advisors, tutoring)
- Involvement of peer leaders
- Refine corequisite Mathematics model based on data, review, and best practices
- Provide support to students who change from Non-STEM to STEM track
- Manage pre-requisite requirements
- Thank you!