How Has COVID-19 Changed Corequisite Support?

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Georgia Organization for Student Success

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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 by Institution, 2018, 2019 Cohorts

- System-Wide 2018
- System-Wide 2019
Retention Among Students Taking ENGL 1101, MATH 1001, MATH 1101, or MATH 1111
Retention Among Students Taking Corequisite English

Spring to Fall Retention by English Corequisite Enrollment

- Coreq: Spring 2019, Spring 2020
- No Coreq: Spring 2019, Spring 2020
- Overall: Spring 2019, Spring 2020
Retention Among Students Taking Corequisite Math

Spring to Fall Retention by Math Corequisite Enrollment

- Coreq
- No Coreq
- Overall

Spring 2019 | Spring 2020
Retention Among Students By Demographic Groups and Corequisite Enrollment

Spring to Fall Retention for Asian Students

- Coreq
- No Coreq
- Overall

Spring 2019
Spring 2020
Spring to Fall Retention for Black or African American Students

- Coreq: Spring 2019: 60%, Spring 2020: 65%
- No Coreq: Spring 2019: 70%, Spring 2020: 75%
- Overall: Spring 2019: 65%, Spring 2020: 70%
Spring to Fall Retention for Hispanic or Latino Students

- Coreq:
  - Spring 2019: 65%
  - Spring 2020: 60%

- No Coreq:
  - Spring 2019: 75%
  - Spring 2020: 70%

- Overall:
  - Spring 2019: 70%
  - Spring 2020: 65%
Spring to Fall Retention for White Students

- Coreq
- No Coreq
- Overall

Winter 2019 vs Winter 2020

- Coreq: Spring 2019
- Coreq: Spring 2020
- No Coreq: Spring 2019
- No Coreq: Spring 2020
- Overall: Spring 2019
- Overall: Spring 2020
Comparing Apples to Apples:
Spring 2019 to Spring 2020
Summer 2019 to Summer 2020
Enrollment in Corequisite Support

Enrollment in Corequisite Math and English

- **Coreq MATH**
  - Spring 2019
  - Spring 2020
  - Summer 2019
  - Summer 2020

- **Coreq English**
  - Spring 2019
  - Spring 2020
  - Summer 2019
  - Summer 2020
Enrollment in Corequisite Support in Math by Demographic Groups

Proportions of Demographic Groups Placed in Corequisite Support for Math

- Asian
- Black
- Latino
- White

Spring 2019, Spring 2020, Summer 2019, Summer 2020
Enrollment in Corequisite Support in English by Demographic Groups

Proportions of Demographic Groups Placed in Corequisite Support for English

- Asian
- Black
- Latino
- White

- Spring 2019
- Spring 2020
- Summer 2019
- Summer 2020
Success in Collegiate Courses

[Bar chart showing success in college mathematics by corequisite status for Spring 2019, Spring 2020, Summer 2019, and Summer 2020. The chart compares corequisite, no corequisite, and overall success across different terms.]
Success of Students with Corequisite Requirements by Demographic Groups

Pass Rates of Demographic Groups Placed in Corequisite Support for Math

- Asian
- Black
- Latino
- White

- Spring 2019
- Spring 2020
- Summer 2019
- Summer 2020
Pass Rates of Demographic Groups Placed in Corequisite Support for English

- Asian
- Black
- Latino
- White

- Spring 2019
- Spring 2020
- Summer 2019
- Summer 2020
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 into 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!