

Changes to Learning Support in the USG:

- Eliminated use of Compass tests as exit requirement. (Fall 2013)
- Required that students pass the collegiate course to exit Learning Support.
- Reduced three areas of Learning Support (English (Writing), Reading, Mathematics) to two (English & Mathematics).
- Required that the majority of students requiring remediation be placed in corequisite support sections while also enrolled in collegiate courses.
 - Pilots at 4 institutions 2014 – 2015
 - At scale across USG starting in fall 2015

Success and Equity: Placement Equity Fall 2015 Cohort

	Number	Mathematics		English	
		% In Remediation	Corequisite/ Foundations Ratio	% in Remediation	Corequisite/ Foundations Ratio
All Racial/Ethnic Groups	52,150	19%	1.37	9%	1.47
Hispanic	4,471	24%	1.74	11%	1.12
Black	14,828	36%	1.32	18%	1.49
White	25,921	11%	1.21	4%	1.66
Asian	3,214	7%	3.16	4%	1.06
Pell	1,415	30%	1.51	12%	1.98

Changes to Learning Support in the USG:

- Developed a system for placement that relies on multiple measures (High School Grade Point Average, SAT or ACT scores, Compass or Accuplacer test scores) rather than on a single high stakes test (was Compass).
 - Formulas for MPI and EPI developed Fall 2013 – Spring 2014 (redone once)
 - Initially targeted for full implementation by summer 2016
 - Early summer 2015 – we find out Compass is going away in November 2016
 - Push back requirement for full implementation of MPI and EPI for placement to January 1, 2017
 - All institutions should be calculating MPI and EPI for all students admitted on or after January 1, 2017. Exceptions:
 - Students who exempt placement testing based on SAT or ACT scores above the system minimums (430/400, 17/17)
 - Placement TESTING is not required for students with both HSGPA and SAT or ACT scores, since MPI and EPI can be calculated without further testing. Testing optional for these students.
 - Placement testing (now using Accuplacer) is REQUIRED for students who lack HSGPA, SAT/ACT scores, or both.

Success and Equity: Success Equity Fall 2015 Cohort

Mathematics	Started Foundations	All Remedial Requirements Completed win 1 year	Completed Collegiate Course win 1 year	Started Corequisite	Completed Corequisite	Completed Collegiate Course win 1 year
All Racial/Ethnic Groups	4,285	57%	39%	5,862	66%	74%
Hispanic	399	64%	47%	696	69%	79%
Black	2,288	54%	36%	3,010	69%	73%
White	1,319	60%	42%	1,601	66%	74%
Asian	51	69%	41%	161	74%	80%
Pell	171	60%	40%	258	65%	72%

English	Started Foundations	All Remedial Requirements Completed win 1 year	Completed Collegiate Course win 1 year	Started Corequisite	Completed Corequisite	Completed Collegiate Course win 1 year
All Racial/Ethnic Groups	1,802	68%	49%	2,640	81%	79%
Hispanic	227	75%	54%	255	85%	84%
Black	1,076	64%	47%	1,605	80%	76%
White	352	74%	52%	565	79%	80%
Asian	63	81%	59%	67	91%	93%
Pell	59	75%	59%	117	85%	68%

Success and Equity: Success

For the cohort of remedial students entering in **Fall 2010**, only **21%** completed collegiate courses within **2 years**.

Success in Collegiate Courses 2014 - 2015 - Four pilot institutions				
	# Enrolled		# Passed	% Passed
ENGL 1101 (English Composition I)	Coreq Rem	494	351	71%
	No Rem	3814	2796	73%
Gateway Collegiate Mathematics	Coreq Rem	1135	720	63%
	No Rem	2919	1953	67%

Success in Collegiate Courses 2015 - 2016 - At Scale Across USG				
	# Enrolled		# Passed	% Passed
ENGL 1101 (English Composition I)	Coreq Rem	3743	2746	73%
	No Rem	51473	42550	83%
Gateway Collegiate Mathematics	Coreq Rem	10489	6844	65%
	No Rem	49740	36672	74%

What makes a difference for Learning Support students? Foundations

- Needs to be tightly focused on skills and knowledge needed to pass the collegiate course.
- Not the same as previous Learning Support.

Getting students to take corequisite sections seriously . . .

- Recommend A-B-C-F grading rather than S-U grading.
- Some instructors have required students to turn in assignments generated in the LS Corequisite section before they can be considered in the collegiate section.

Optimizing Effectiveness of Corequisite Learning Support

- The goal of corequisite Learning Support is to provide “just-in-time” remediation. This means that the LS section and the collegiate section need to be covering the same material at the same time.
- The ideal is to have the same instructor for both sections.
- If that is not possible, the corequisite support instructor needs to carefully coordinate with the collegiate instructor.
- If students from multiple collegiate sections are blended together in a corequisite support section, then all instructors teaching collegiate sections containing Learning Support students should agree to cover topics in the same order to facilitate the “just-in-time” support in the corequisite support section.

Job Well Done!!!

- But we may be able to do even better in the future.

Thank you!!!!!