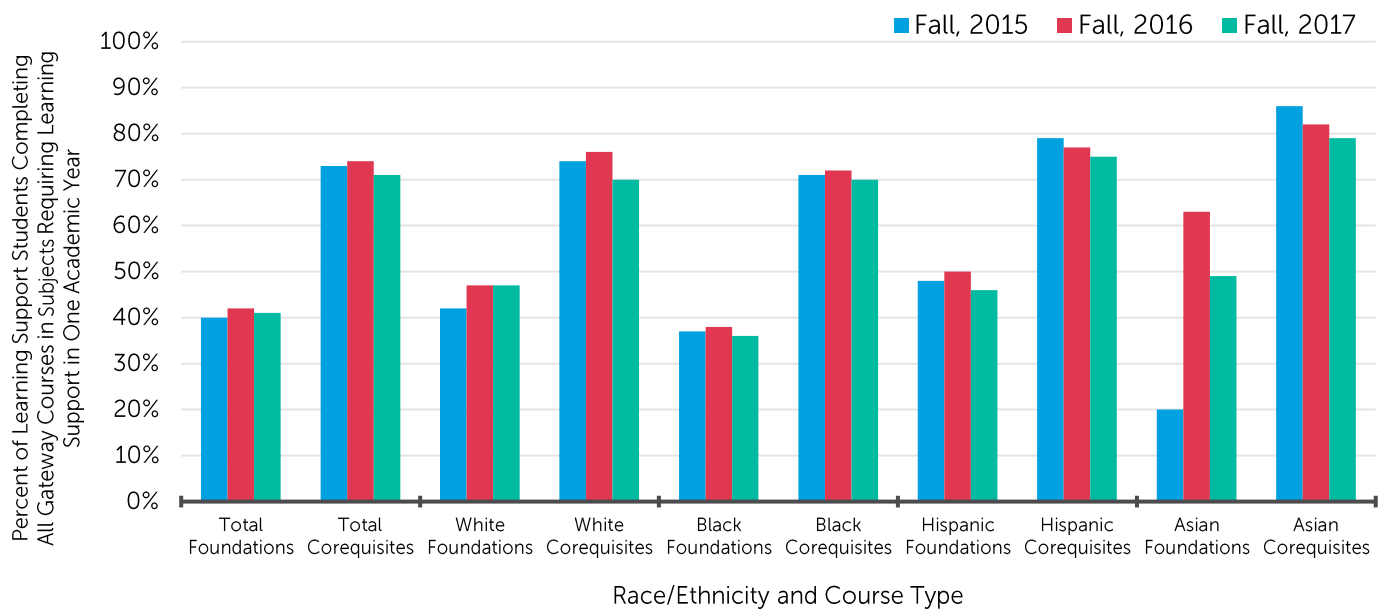


# Corequisites Most Effective in Georgia

*Students placed in single semester corequisite learning support are more likely to complete gateway math and English courses.*



Source: Vandal, B. & Todd, R. (2020, September). [Scaling Systemwide: Corequisite Support as a Cornerstone of a Comprehensive Student Success Strategy](#) (Steps to Success series). Denver, CO: Strong Start to Finish, Education Commission of the States. Notes: The data used to create this chart came from Table 3 of the report. Completion is defined as a "C" or above.

In 2015, the University System of Georgia implemented a systemwide reform to developmental education, also known as Learning Support. The new policy eliminated traditional developmental education sequences to either a two semester foundations sequence or a learning support course followed by the college-level course the subsequent semester or a single semester corequisite approach where students were co-enrolled in a learning support course and college-level course.

Results over the first three years of implementation revealed that students who were assessed as needing learning support were far more likely to complete the gateway math and English courses requiring learning support in their first academic year when placed into a corequisite course than when placed in a two semester foundations sequence. Students, regardless of race/ethnicity, were far more successful in the corequisite model, achieving results that were similar to students who were placed directly into college-level courses. This Points of Interest shows that students placed in a single semester corequisite learning support are more likely to complete gateway math and English courses than students placed into a two semester learning support model.

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