

Scaling Systemwide

Corequisite Support as a Cornerstone of a Comprehensive Student Success Strategy

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STEPS TO
SUCCESS 
from STRONG START TO FINISH

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About Strong Start to Finish

Right now, a first-year student sits in a college classroom being ill-served by remedial math.

And if we fail them, they mostly likely will not earn their degree. There is a persistent trend among students placed in remedial or developmental courses—particularly math and English. They are not completing the courses and, in most cases, should not be taking them in the first place. This should not be their path.

We are a network of like-minded individuals and organizations from the policy, research, and practice spaces who've come together for one reason—to help all students, not just the select few, find success in postsecondary education.

Strong Start to Finish was created to better the chances of low-income students, students of color, and returning adult students to create a fundamental shift in the outcome of their college journey. We have networked higher education leaders, policy entrepreneurs, institutions, and technical assistance providers to drive toward an outcome where all students pass their first credit-bearing English and math courses during their first year of study.

Abstract

Primary Audience:

The primary, though not sole, audience for this publication is a Chief Academic Officer of a system or institution.

Problem Statement:

Data from an evaluation of a systemwide reform of learning support revealed that allowing campuses to offer both prerequisite and corequisite learning support models resulted in dramatically different outcomes for students depending on their placement, exacerbating equity gaps for students of color and low-income students.

Action:

The University System of Georgia (USG) moved from delivering corequisite support to 50% of students in need of academic support to full-scale (100%) implementation of corequisite support for all learning support students at all USG institutions, ending the use of traditional prerequisite remediation across the system. The reforms were framed as a critical first step to efforts to build student momentum in the first academic year by dramatically increasing the percentage of students completing gateway math and English in the first year.

Context:

USG had established itself as a national leader in college completion with its statewide Complete College Georgia initiative's emphasis on transforming developmental education and the implementation of its Momentum Year. The initiatives were implemented as part of the state of Georgia's Complete College Georgia attainment strategy that was announced by Governor Nathan Deal in 2011. USG, through the governing authority of the Board of Governors, is facilitating the large-scale implementations of these initiatives.

Process:

In fall 2017, USG conducted a detailed analysis comparing the results from its initial system redesign of learning support at all 26 public institutions that was implemented in 2015. On the strength of the data findings, college presidents and provosts agreed to a policy proposal to fully scale implementation of corequisites for 100% of students placed into learning support beginning in fall 2018.¹ In early 2018, USG began the effort to leverage the reform of developmental education as a foundation component of its Momentum Year student success initiative. USG introduced revisions to the system's Learning Support and Placement policies in spring 2018, which provided institutions clear guidance on how to comply with the new systemwide objective to fully scale corequisite support. In spring 2019, USG hosted regional corequisite academies focused on cross-institutional sharing of best practices and joint problem solving related to full-scale implementation of corequisite support.

Outcomes:

Early results from the full-scale implementation of corequisite support have shown upward of 70% of students completing gateway math and English in their first academic year, which is comparable to outcomes for students placed directly into college-level math and English courses. Students placed into corequisite support earned more credits and were more likely to persist than students who started in developmental education. All student groups, including Pell Grant recipients, students of color, and adult students, had higher gateway math and English success rates, resulting in more equitable student outcomes.

Sources of Support:

The initiative benefited from investments from Strong Start to Finish and the Bill and Melinda Gates Foundation Frontier Set initiative. The investments enabled USG to conduct workshops on corequisite support and host two Momentum Summits that allowed campus teams to develop plans for implementing and scaling the Momentum Year on their campuses.

Introduction

Transforming developmental education, otherwise known as learning support within the University System of Georgia, was an important goal of USG's Complete College Georgia initiative. With only 21% of students placed into learning support completing gateway math and English within their first two years, USG piloted emerging reforms to their learning support system and policies. Results from the pilots would shape a new learning support policy for USG. In fall 2015, USG's new learning support policy would enroll most students placed into learning support into corequisites and implement a single semester foundations course model for students who were deemed not ready for corequisite support. Students placed into the foundations courses were required to complete the foundations course before enrolling in corequisites the following semester.

Initial results from the new learning support model were promising. Students enrolled in corequisite courses saw dramatic increases in completion of gateway math and English courses. Students enrolled in the single semester foundations course saw improvements in gateway success rates, but the improvements were modest when compared to the dramatic improvements seen with corequisite support.

In fall 2017, the new Executive Vice-Chancellor, Dr. Tristan Denley, began a detailed analysis of the new learning support reforms to explore fully scaling corequisite learning support for all students assessed as needing additional support in math and English.

Context

Location & Student Population

USG is comprised of 26 public colleges and universities. The student population includes all those enrolled in postsecondary degree programs within the USG system. This population totaled 328,712 in fall 2018, with learning support focused on the population of 259,003 undergraduates. The numbers include a significant percentage of low-income and minority students, with 28.5% of students African American/Black, 10.8% Latinx, and 43.6% Pell Grant recipients.

[For more information, see Appendix A]

Policy Factors

The Board of Regents for USG has the authority to establish academic affairs policies for all 26 institutions that make up the University System of Georgia. Policies related to learning support are outlined in the USG's Academic and Student Affairs Handbook.

The full-scale implementation of corequisite support by fall 2018 required a revision of the system's Learning Support policies to include the evaluation of learning support placement, rules regarding learning support operation, course numbers and descriptions, and rules for students in learning support programs. To facilitate the timely implementation of the new learning support policies by fall 2018, USG developed detailed guidance to institutions through the adoption of the [Fundamental Features of Corequisite Learning Support](#) that outlined general requirements for learning support programs that reflected the changes to the learning support policies in the Academic and Student Affairs Handbook.

The revised USG Learning Support policies and the Fundamental Features of Corequisite Learning Support explicitly outline the following policy changes: 1) Default placement of all students into corequisite support and a provision for students to be exempt from placement based on one of several factors, including high school grade point average (GPA), standardized test scores, or transfer credit that demonstrates proficiency; 2) Mandate that all learning support will be delivered as a corequisite; 3) Guidelines for aligning corequisite courses with the appropriate college-level course; 4) Standardization of all college-level course sections to ensure consistent level of rigor; 5) Guidelines on setting credit-levels for corequisite sections to allow variable credit hours for corequisite sections based on academic needs of students; 6) Require that completion of learning support requirement use a traditional A, B, C, D, F grade scale; 7) Require institutions to identify a learning support coordinator; and 8) Outline responsibilities of the learning coordinator. The system policies provide precise direction to campuses on how to design and deliver corequisite support in a manner consistent with evidence-based best practices.

Enabling Conditions

A statewide commitment to dramatic improvements in postsecondary attainment, integration of attainment of goals into the USG strategic plan, a system-level staffing structure to guide the achievement of system goals, and new senior leadership with experience in scaling reforms consistent with system postsecondary attainment strategies were the enabling conditions that resulted in the reform of the USG learning support policies and the scaling of corequisite support across the system.

Complete College Georgia (CCG), which was first launched by Governor Nathan Deal in 2011 and adopted by the Board of Regents, has established a state commitment to dramatically increase the number and percent of Georgians with a postsecondary credential. The goals of CCG provide the framework for USG's efforts to facilitate the planning and execution of reforms at the institutional level. Among the strategies implemented under the auspices of CCG include the articulation of systemwide goals for improving college success in the Board of Regents Strategic Plan, revisions to the USG budget hearing process that requires institutions to clarify how their budget proposals will contribute to CCG goals, and system-level facilitation of institutional planning activities that resulted in 18-month plans to achieve CCG goals. The management and leadership of CCG were vested in a new system-level organizational structure in Academic Affairs that dedicated staff and resources to CCG.

Among the key goals for Complete College Georgia was to remove barriers to student success through the transformation of developmental education. The CCG commitment to transforming developmental education propelled the initial reform of learning support that was adopted in fall 2015.

The evaluation and further reform of the learning support policies were precipitated through the commitment of the new Executive Vice-Chancellor, Dr. Tristan Denley, who replicated data analysis and processes he implemented at the Tennessee Board of Regents that resulted in the scaled implementation of corequisite support at all Tennessee Board of Regents institutions. Dr. Denley's efforts in Tennessee included specific strategies for guiding the transformation of remediation within a broader, evidence-based vision for student success called the Momentum Year. Dr. Denley effectively aligned the ongoing reform of

learning support to evidence demonstrating that students who completed gateway math and English, earned 30 credits, entered a program of study, and earned nine credits in their program of study, all in their first year, were far more likely to earn a postsecondary credential. Dr. Denley termed the framework the Momentum Year, which reflected the research in the field on student momentum. The full-scale implementation of corequisite support across the system would be a critical first step in the development of comprehensive student success plans by each of USG's 26 institutions.

To initiate the reform of learning support policies and practices, Dr. Denley replicated an analysis of learning support data that was conducted at the Tennessee Board of Regents that compared the success of students in gateway math and English courses based on each learning support approach outlined in the USG learning support policies. The analysis examined outcomes for students based on SAT or ACT scores for different student populations to include two-year students, four-year students and students of color. The analysis revealed that corequisite support was far and away the most effective learning support strategy at all institution types, regardless of ACT/SAT score and racial/ethnic identity. The most revealing finding was that the greatest improvements in student success were for students who had the lowest ACT or SAT scores. An equally significant finding was that while African American and Latinx students were more likely to be placed into learning support, their success rates in the corequisite model were roughly equivalent to white students. This finding suggests that the traditional prerequisite learning support model may have contributed to inequitable outcomes in college-level math and English courses.

The results from the analysis proved to be sufficiently compelling to justify a change in USG policy to fully scale corequisite support by fall 2018. Institutions that had already implemented corequisites for over half of their students were asked to fully scale corequisite support for all students requiring learning support in 12 months.

To support the full-scale implementation of corequisites, USG coordinated a series of workshops and academies to facilitate cross-institutional collaboration and provide technical assistance to campuses as they designed, implemented, and continuously improved their corequisite approaches. The workshops included breakout sessions led by institutional leaders within USG as well as national experts like the Charles A. Dana Center and the

Accelerated Learning Program to provide the critical guidance institutions needed to scale corequisites.

The Change Process

MILESTONE EVENT 1

Scaling Corequisite Support Courses

In fall 2017, USG announced that it was revising the systemwide developmental education policies in order to eliminate prerequisite learning support (foundations courses) and fully scale corequisite support by fall 2018. The change in policy was precipitated by an analysis of the outcomes from the fall 2015 revision of the learning support policy that maintained two levels of learning support: corequisite support for the majority of students and a single semester prerequisite foundations course approach for students who scored below the placement level into corequisite support.

The analysis revealed students placed into corequisite math and English models were far more likely to complete gateway math and English courses in one academic year than students placed into the prerequisite foundations course. Students, regardless of their performance on the ACT, were significantly better off in a corequisite course. Disaggregation of results by race and income-level revealed similar differences in student completion rates in gateway math and English courses between corequisites and the prerequisite foundations course.

Executive Vice-Chancellor Dr. Denley presented the findings to college presidents and provosts at the October 2017 USG Learning Support Academy and gained their commitment to a new system policy that would fully scale corequisite support to all students requiring learning support in fall 2018. The data on the success of corequisites were presented within a larger student success framework by demonstrating that students who completed gateway math and English in their first year were more likely to complete a postsecondary credential. Dr. Denley argued that full-scale implementation of corequisites would result in immediate improvements in critical metrics associated with the Complete College Georgia attainment goal.

Dr. Denley proceeded to visit all 26 USG institutions to make the same presentation of data and to articulate

the goal of scaling corequisites. The strong leadership from Dr. Denley, backed by overwhelming evidence in support of the reform, was instrumental to achieving buy-in across the system.

By articulating a short timeframe for the scale of the reform, USG was able to avoid the inertia of other reform efforts. Because institutions were still implementing the fall 2015 reforms, campus practices had not become institutionalized. Recognizing the success of the initial reforms and challenging institutions to expand on those successes mobilized campuses to transition to the full-scale implementation of corequisites.

The new policy objective benefited from the growing capacity within institutions to implement corequisites. USG identified emerging leaders from across the system who had excelled in their efforts to implement corequisites to support scaled implementation. USG hosted the first of several learning support academies to support the scaling and continuous improvement of corequisite support. The learning support academy in October 2017 included presentations from faculty who had successfully implemented corequisites and included problem-solving sessions for institutional leaders and faculty on a range of topics to include: pedagogy, learning technology tools, academic support outside the classroom, advising, high-impact practices, and the logistics of corequisite delivery. This learning support academy, and others to follow through 2019, were conducted as true planning and decision-making sessions for institution faculty, leading to actionable implementation plans that were continuously evaluated and improved. These plans were shared among all USG institutions, encouraging mutual support among campuses that had traditionally operated within a more insular environment.

MILESTONE EVENT 2

Integrating Reform into Broader Framework

The scale of corequisite support was immediately integrated into a broader student success framework called the Momentum Year. USG convened several statewide meetings that included a presentation of the metrics associated with the student success framework. Critical to the presentations were data showing how the scale of corequisite support in math and English would generate immediate results and contribute to the goals of the larger student success strategy. Results of students of color promised potential solutions for closing equity gaps across the state.

Dr. Denley became a fixture at systemwide meetings where his presentation of the framework and

associated data kicked off each event. His presence at system events, his dynamic data visualizations, and his presentation of specific evidence-based reforms became a powerful vehicle for communicating the Momentum Year framework, building buy-in for the reforms, and catalyzing campus efforts to implement reforms.

The Momentum Year framework was a comprehensive view of reform that incorporated all system-level efforts under a single student success strategy. The system argued that institutions could not pick and choose the reforms advocated by the system and expect to achieve overall improvements in student outcomes. Instead, campuses were expected to implement the full range of strategies that began with corequisite support but extended to the development of academic degree maps, meta-majors also known as academic focus areas, proactive advising, and improvements in instruction.

Dr. Denley used the analogy of baking brownies to make his point. He argued that in order to bake a delicious brownie, you need to include all the ingredients in the recipe. Leaving out even one ingredient, like sugar, would ruin the brownie. The brownie analogy became a powerful communication tool for building buy-in across all stakeholder groups.

In February 2018, USG convened institutional teams from all 26 campuses for its first Momentum Summit. Teams worked with national experts to build institutional plans for implementing the Momentum Year over the next 18 months. USG reviewed and monitored plans for the purpose of tracking institutional progress and to identify technical assistance needs.

MILESTONE EVENT 3

Facilitating Learning through Support Academies

While guiding systemwide student success efforts, USG also facilitated events focused specifically on the scale of corequisite supports through learning support academies in spring 2018 and again in fall 2018. The academies supported campuses as they moved to full-scale implementation.

The Spring 2018 Learning Support Academy updated campuses on changes to the system learning support policy, which included breakout sessions facilitated by campus leaders on specific implementation strategies, and discipline-specific breakouts that

allowed faculty and other staff to troubleshoot implementation efforts with peers. The Fall 2018 Corequisite Academy included updates on placement and coding courses in Banner.²

The Academy described how the newly established Chancellor's Learning Scholars³ faculty learning communities facilitated at the system level would be an ongoing resource to faculty who seek to implement effective pedagogical strategies. Two discipline specific workshops focused on key elements of corequisite implementation were conducted. English faculty focused on the integration of reading and writing while math faculty worked on aligning curriculum between corequisites and gateway math courses.

USG continues to convene biannual convenings to support ongoing efforts to scale corequisite support. Academies were held in the spring and fall of 2019 and are scheduled again in 2020.⁴ The 2019 events included workshops on specific corequisite course models and roundtable sessions that allowed continuous learning across the system. As the work in institutions matures, USG is increasingly tapping the expertise within institutions to introduce strategies and best practices to faculty and campus leaders. Given the variation in implementation across the system, USG is leveraging those who have successfully scaled reforms to support campuses that are continuing their implementation efforts.

Outcomes from Change in Practice

Overall Changes

The data from the 2017 analysis of implementation of the two-tiered learning support reforms that included both prerequisite foundations courses and corequisite support reveal that students who were placed into corequisite support were far more likely to complete the gateway math and/or English courses in one academic year when they received corequisite support than students placed into prerequisite foundations courses. In all three years of implementation of the two-tiered system of learning

support, students placed into corequisite support completed the gateway courses in one academic year at a rate of 30 or more percentage points higher than students placed into prerequisite foundations courses. Success rates in gateway courses were consistently in the 70% range for corequisite students, compared to the 40% range for foundations students.

Table 1: Percent of Students Completing Gateway Courses in One Academic Year, Foundations vs. Corequisites (2015-2017)

| Fall Semester | Foundations | Corequisites |
|---------------|-------------|--------------|
| 2015 | 40% | 73% |
| 2016 | 42% | 74% |
| 2017 | 41% | 71% |

Data Source: University System of Georgia

Notes about the data: The data in the table represent students who were placed into learning support who subsequently completed the gateway college-level courses (math and/or English), which required learning support, within one academic year. Foundations students were placed into a single semester of prerequisite learning support that must be completed before enrollment in gateway college course. Corequisite students were placed into the gateway course and received learning support as a corequisite. Completion is defined as a grade "C" or above.

Data disaggregated by Pell eligibility and age show that all student groups completed gateway math and English courses in the first year at much higher rates when they were enrolled in corequisite learning support. Gateway completion rates for Pell students placed in corequisites were between 27 and 32 points higher than Pell students placed into foundations courses. Success rates by age group found that students between 17 and 19 who were placed into corequisite support had gateway completion rates that were 32 points higher than 17 to 19-year-old students in foundations courses. For students between the ages of 20 and 24, corequisite learning support students had completion rates between 31 and 37 points higher and students older than 25 who

were placed in corequisite support were between 23 and 33 points higher than similar students placed into foundations.

Gateway success among Pell students in both foundations courses and corequisites were typically between one and two percentage points of the overall gateway completion rates of their peers placed into corequisites or foundations courses. Results by age group revealed that students between ages 17 and 19 outperformed the overall average gateway completion rates for their peers in the corequisite or foundations courses.

Students between ages 20 and 24 had gateway course completion rates that were lower than the overall rates of completion of fellow corequisite or foundation students. For both foundations and corequisite students, the differences in gateway course completion narrowed between students who were 20 to 24 and the overall gateway completion rate by the third year of implementation. Students 25

and older typically outperformed the overall average in both foundations and corequisite support with results that were typically between three and four percentage points higher than the norm. The only exception was in the third year of implementation where foundations students outperformed the average by 11 points.

Table 2: Percent of Pell Students Completing Gateway Courses in One Academic Year, Foundations vs. Corequisites (2015-2017)

| Fall Semester | Total Foundations | Total Corequisites | Pell Foundations | Pell Corequisites |
|---------------|-------------------|--------------------|------------------|-------------------|
| 2015 | 40% | 73% | 42% | 69% |
| 2016 | 42% | 74% | 41% | 73% |
| 2017 | 41% | 71% | 40% | 70% |

Data Source: University System of Georgia

Notes about the data: The data in the table represent students who were placed into learning support who subsequently completed the gateway college-level courses (math and/or English), which required learning support, within one academic year. Foundations students were placed into a single semester of prerequisite learning support that must be completed before enrollment in gateway college course. Corequisite students were placed into the gateway course and received learning support as a corequisite. Completion is defined as a grade "C" or above.

Table 3: Percent of Students by Age Completing Gateway Courses in One Academic Year, Foundations vs. Corequisites (2015-2017)

| Fall Semester | Total Foundations | Total Corequisites | 17-19 Foundations | 17-19 Corequisites | 20-24 Foundations | 20-24 Corequisites | 25+ Foundations | 25+ Corequisites |
|---------------|-------------------|--------------------|-------------------|--------------------|-------------------|--------------------|-----------------|------------------|
| 2015 | 40% | 73% | 42% | 74% | 30% | 67% | 43% | 76% |
| 2016 | 42% | 74% | 44% | 76% | 33% | 64% | 43% | 75% |
| 2017 | 41% | 71% | 39% | 71% | 38% | 69% | 52% | 75% |

Data Source: University System of Georgia

Notes about the data: The data in the table represent students who were placed into learning support who subsequently completed the gateway college-level courses (math and/or English), which required learning support, within one academic year. Foundations students were placed into a single semester of prerequisite learning support that must be completed before enrollment in gateway college course. Corequisite students were placed into the gateway course and received learning support as a corequisite. Completion is defined as a grade "C" or above.

Equity-Focused Change

Data by race/ethnicity reveal that students from all race/ethnicity groups did better in corequisite learning support. Annual percentage point differences between corequisite and foundations learning

support were 34 points better in corequisites for Black students, between 27 and 31 points for Hispanic students, and between 19 and 66 percentage points for Asian students. Low enrollments in learning support among Asian students contributed to the wide range in outcomes for Asian students.

Table 4: Percent of Students Completing Gateway Courses in One Academic Year, Foundations vs. Corequisites, by Race/Ethnicity (2015 - 2017)

| Fall Semester | Total Foundations | Total Corequisites | Black Foundations | Black Corequisites | Hispanic Foundations | Hispanic Corequisites | Asian Foundations | Asian Corequisites |
|---------------|-------------------|--------------------|-------------------|--------------------|----------------------|-----------------------|-------------------|--------------------|
| 2015 | 40% | 73% | 37% | 71% | 48% | 79% | 20% | 86% |
| 2016 | 42% | 74% | 38% | 72% | 50% | 77% | 63% | 82% |
| 2017 | 41% | 71% | 36% | 70% | 46% | 75% | 49% | 79% |

Data Source: University System of Georgia

Notes about the data: The data in the table represent students who were placed into learning support who subsequently completed the gateway college-level courses (math and/or English), which required learning support, within one academic year. Foundations students were placed into a single semester of prerequisite learning support that must be completed before enrollment in gateway college course. Corequisite students were placed into the gateway course and received learning support as a corequisite. Completion is defined as a grade "C" or above.

Sources of Support

Technical Assistance Support

Because campuses had largely implemented corequisites for about 50% of students, most did not need significant support to implement corequisites in their basic form. However, several national leaders did provide support to campuses to enhance the corequisite implementation.

The [Charles A. Dana Center](#) provided support to institutions seeking to scale corequisite math courses, with a particular focus on gateway statistics, through a series of workshops for faculty throughout the state.

[Motivate Lab](#) from the University of Virginia supported the development and analysis of a survey that assessed the academic mindset of students. The survey revealed that students with a strong academic

mindset were more likely to complete corequisite and gateway courses. As a result, Motivate Lab has begun to work with faculty to implement practices to improve the academic mindset of students in gateway courses.

The [John Gardner Institute](#) worked with USG institutions on a course redesign project named [Gateways to Completion](#) (G2C) that included the redesign of gateway math and English courses. Between the first (2015) and second (2018) cohorts, G2C was able to assist redesign for all 26 USG campuses and the statewide eCore⁵ network of online education.

[Complete College America](#) and the [Community College Research Center](#) provided high-level technical assistance to USG at the first and second Momentum Summits. They were integral parts of the national partners team to help USG campuses work through targeted issues of implementation to meet their Momentum Plan goals.

[Bruce Vandal Consulting](#) is providing ongoing support to USG by promoting the adoption of High Impact

Practices (HIPs) that include the implementation of First Year Experience Courses and the inclusion of High Impact Practices in math and English courses. To date, the firm has provided critical assistance in the initiation of consistent attributes in the statewide Banner information system to track and analyze the impact of HIPs on corequisite courses, as well as implementation of standardized taxonomies for HIPs planning and updates.

Grant Support

The initiative has been funded through grants from the Education Commission of the States through its Strong Start to Finish initiative, the Bill and Melinda Gates Foundation's Frontier Set, and a grant from the National Association of System Heads TS3 Equity HIPs initiative.

The three-year USG Strong Start to Finish grant for \$2,099,966 commenced on March 1, 2018, and extends until March 31, 2021. The USG SSTF initiative seeks to significantly increase the number of students completing high-quality degrees, certificates, and licenses with labor market value while eliminating racial, ethnic, and income gaps in achievement. Central to the initiative's completion and equity goals are (1) Systematic expansion of the statewide [Momentum Year plan](#) for all 26 institutions and over 320,000 students and (2) Transition to the broader Momentum Approach that includes additional momentum strategies for students beyond the first year. The overall goal of the Momentum Approach is to provide appropriate supports to sustain the momentum achieved during the first academic year with the goal of on-time completion and equitable student outcomes.

The six-year, \$3.5 million grant from the Bill and Melinda Gates Foundation's Frontier Set began in October 2015 and extends until June 2021. The USG Frontier Set initiative is transforming system-level policies and structures to increase access, continuation, and completion of higher education credentials while ensuring equity for all students. Between 2015 and 2019, strategies and deliverables focused primarily upon efforts to build the emerging Momentum Year, such as corequisite remediation at scale, credit intensity, eCampus expansion to serve a growing body of students online, growth mindset research, and degree maps.

The two-year, \$150,000 grant from the National Association of System Heads for Georgia Guided Pathways and HIPs for Equitable Education grant (USG HIPs) supported reforms from January 2018 through February 2020. The USG HIPs project deliverables included creation of common HIP taxonomies, creation of standardized, Banner coding frameworks to track and research HIPs across the state, embedding of HIPs into Guided Pathways models and corequisite remediation throughout the state, and building on existing systemwide academic mindset research to explore links between student success metrics and HIPs impacts on changes in student learning mindset. Full Banner integration to track all 11 AAC&U [HIPs](#) cross the 26 Georgia institutions is scheduled for fall 2020.

Reallocation of Resources

Existing state resources were not reallocated specifically for the Momentum Year implementation but were carried forward from the existing allocations for the Complete College Georgia [initiative](#). Launched in 2012 by the Georgia governor, CCG is a statewide effort to increase student attainment of a high-quality certificate or degree. The USG and the Technical College System of Georgia have partnered to scale the transformation of remediation at all institutions, weaving the effort into the remaining Momentum Year features, including Corequisite Remediation, Guided Pathways, Credit Intensity, and New Models of Learning.

CCG efforts and funding allocation have been incorporated into the Momentum Year efforts. This allocation includes funding for the USG Completion Team for the following personnel:

- Assistant Vice Chancellor, Student Success and Completion
- Director, Student Success and Completion
- Policy Analyst
- Administrative Assistant

This state appropriation for CCG/Momentum Year has remained substantially constant from FY 2013 to FY 2020.

Other Resources

The USG state budget allocation has also assisted the Completion Team by providing USG staff and faculty time to support the three annual Momentum Summits (2018 – 2020), which have been critical to the statewide reforms of learning support. This support has assisted the team to host and document the work of hundreds of Georgia institution faculty and staff in the building of Momentum learning support plans. These convenings and the review of actionable results would not have been possible without temporarily tapping a larger pool of USG personnel.

Moving Forward

Lessons Learned

A Systemwide Commitment to Continuous Improvement. Despite the tremendous resources and efforts dedicated to the initial reforms to learning support that were implemented in 2015, the system's ability to quickly pivot from that reform after data revealed that moving to full-scale corequisite support would result in dramatic improvement in student success was the most critical change made by the system. By not allowing the initial reforms to become fully rooted within the institutional cultures of the institutions, USG was able to mobilize support for full-scale implementation of corequisites within a year. Creating a culture of continuous improvement across the system allowed institutional leaders to recognize that policy reform should be data driven and focused on optimizing outcomes for all students.

Expanding the System Role from Policy Compliance to Capacity Builder. The changes to learning support policies for all 26 USG institutions have not been accompanied by concomitant increases in financial resources for institutions. In order to facilitate reform, USG has approached this problem by creatively combining System resources with SSTF funding to build its capacity to coordinate targeted assistance to institutions, with the goal of supporting interventions that will be scaled. Collaborative planning activities used public and foundation dollars to maximum effect by leveraging USG's convening power to disseminate resources in a collaborative fashion

to support institutional planning efforts. The result is that USG has transcended its traditional roles of budget management and policy compliance to serve as a capacity building partner invested in supporting institutional transformation through targeted technical assistance to institutions.

Targeting Institutional Support to Achieve Equitable Outcomes. Institution infrastructure is an ongoing challenge. Even USG institutions that have strong and effective Momentum plans for developmental education are contributing significant human and financial resources to achieve USG-SSTF goals for scaling corequisite support. The majority of institutions, especially smaller state schools, were already stressed to respond to the initial reforms and as a result found it too difficult to build the infrastructure needed to move to the full-scale implementation of corequisites. In order to continue forward momentum, it will be important for USG to explore ways to provide additional support to institutions most in need in order to achieve equitable outcomes across the system. USG has dedicated staff that work closely with institutions to identify and address challenges impacting their ability to implement and scale reforms.

Making Student Success Everyone's Business. Effectively fulfilling Momentum Year requirements and integrating corequisite courses into four-year curricula requires input from a much wider range of faculty, beyond the gateway English and math instructors. To address these issues, USG has supported the development of Momentum plans at institutions that enable effective collaboration across institutional units to support larger student success goals. As the work expands into the Momentum approach and engages other student services units like residence life, recreational sports, and other non-academic student activities, Momentum teams will need to expand to include these institutional units in planning activities.

Investments in Improved Instruction Critical to Achieving Equitable Outcomes. Ensuring high-quality instruction that is sensitive to the broad diversity of students enrolled in USG institutions is essential to ensuring corequisite support results in equitable outcomes. The USG Chancellor's Learning Scholars (CLS) programs supported by SSTF provides a scalable faculty development structure within each institution that allows more USG faculty to develop and apply evidence-based pedagogies leading to improved momentum and more equitable student outcomes.

These evolving course designs will include related Momentum efforts, such as High Impact Practices, Transparency in Learning and Teaching, interactive lectures, inclusive pedagogies, and integrated course design to enrich student learning.

Next Steps

While the results from the scale of corequisite support have been promising and have an immediate impact on student outcomes, the work to maximize student outcomes and implement the Momentum approach is just getting started. Following are both research and implementation activities that the system will be engaged in to deepen and broaden the effectiveness of these reforms across the system.

1. *Correlations between corequisite success and success in other critical courses.* This research is pointing to the need to refine pedagogical practices in corequisite support courses to strengthen alignment with subsequent courses and improve course completion rates. To improve pedagogy, USG will continue to conduct regional meetings with faculty to support instructional improvements. The meetings will identify promising practices associated with high success rates and refine placement criteria to ensure students receive the support they need.
2. *Examination of data to identify most effective approaches and practices for teaching corequisite courses.* Initial analysis of the data has revealed some insights on the most effective approaches to corequisite support, particularly in English. Additional work with campuses will further explore the most effective methods for teaching corequisites.
3. *Gaps in completion of gateway courses* by race, income, and age were largely eliminated through the full-scale implementation of corequisites, but variance remains within those categories. Additional attention will be placed on exploring the causes of variance within populations of students (e.g., African-American, Latinx) to ensure that students of all backgrounds are maximally successful in corequisite models.
4. *Reforming pedagogical strategies.* Continued work with Motivate Lab and through the Chancellor's Learning Scholars will focus attention on reforming pedagogical strategies in corequisites to strengthen the academic mindset of students and faculty. Data analysis has shown that students who perceive that their faculty bring a growth mindset to their instruction perform better in corequisite models. Providing additional professional development to faculty to strengthen their own academic mindset and instill an academic mindset in students will be the focus of ongoing efforts across the system.
5. *Ensuring all students have equitable access to all available math pathways.* Developing clear math pathways beginning in high school is an important next step to ensure students have the math skills necessary to pursue their academic goals. In response, USG and the Georgia Department of Education were awarded a U.S. Department of Education Fund for the Improvement of Postsecondary Education grant to fund a Launch Years Initiative that will synchronize junior and senior high school math pathways to the first two years of postsecondary education across the state. The Launch Years work will more effectively prepare all students in the skills and knowledge they need to succeed in whatever math pathway is aligned to their academic goals.

Notes

1. University System of Georgia Board of Regents Policy Manual: https://www.usg.edu/assets/policymanual/documents/bor_policy_manual.pdf
2. The Ellucian BANNER Student Information System is a database of student records and information that handles Student Course Data, Admissions, Registration, Billing/Accounts Receivable, Financial Aid, and other critical functions, shared across the USG and all its institutions.
3. The Chancellor's Learning Scholars (CLS) consist of representatives from each institution in USG who facilitate Faculty Learning Communities (FLCs) on their campuses. The FLCs develop and extend leadership in pedagogy across the USG by empowering faculty to work collaboratively to design learning pedagogies that they can then bring back to their campuses for broad scale implementation. FLCs work in tandem with the collaborative Gateways to Completion (G2C) professional development project for remediation that is already in motion. The CLS process is a multi-year strategy. In fall 2018, each institution selected four or more exemplary instructional faculty to serve as Scholars. The USG then delivered professional development to these 110 teachers and supported them as they recruited faculty from their campus to form 110 faculty learning communities of 10 faculty each. In spring 2019, the 110 Scholars led over 1,000 colleagues in work on student success and completion, academic mindset, and inclusive pedagogies. This work will expand to 1,500 faculty in 2020.
4. Due to the 2020 impact of COVID-19, the USG has followed federal and state pandemic guidelines to limit in-person contact. This resulted in cancellation of in-person academies and summits planned for the USG-SSTF, with substitution of online versions of these events. These have been conducted with online, audiovisual meeting tools allowing for synchronous participation by faculty and staff throughout the state.
5. eCore is a collaborative program of the University System of Georgia (USG) established with the goal of making higher education more accessible across the state. eCore offers students the opportunity to complete undergraduate requirements in Core Areas A-E completely online via public colleges and universities throughout the USG.

Resources

A full range of resources on the implementation of Corequisite Support and the Momentum Approach can be found at the Complete College Georgia website. Following are resources that specifically relate to the work of scaling corequisite support and the Momentum Year.

- Complete College Georgia: Homepage. <https://completega.org/>
- Complete College Georgia: Corequisite Support. https://www.usg.edu/curriculum/corequisite_support
- Complete College Georgia: Momentum Year. <https://completega.org/momentum-year>
- Learning Support Manual, University System of Georgia: <https://www.usg.edu/assets/curriculum/documents/LearningSupportManual.pdf>
- Fundamental Features of Corequisite Learning Support, University System of Georgia: <https://www.usg.edu/assets/curriculum/documents/FeatCoreqRemediationUpdated.pdf>
- Academic and Student Affairs Handbook, University System of Georgia, Learning Support Policies: https://www.usg.edu/academic_affairs_handbook/section2/C769

Appendix A:

Site Context

What is the name of the institution(s), and if appropriate system, where the changes in practice took place?

University System of Georgia

In which state(s) is/are your institution/system located?

Georgia

At which type of institution(s) did this change in practice take place?

2- and 4-year public

What is the total, undergraduate (headcount) enrollment for the institution where the change in practice took place?

259,003

What percentage of full-time, beginning undergraduate students received a Pell Grant?

43.6%

What percentage of students are African American/Black?

28.5%

What percentage of students are American Indian/Alaskan Native?

0.2%

What percentage of students are Asian/Pacific Islander?

7.8%

What percentage of students are Hispanic or Latinx?

10.8%

What percentage of students are More than One Race?

4.2%

What percentage of students are White?

47.2%

What percentage of students are Unknown?

1.2%

What percentage of students are aged 24 or under?

91.2%

What percentage of students are aged 25 or older?

8.8%